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ABSTRACT

This state resource guide of approximately 250 lesson units for teaching global studies provides 18 topics and from 3-12 lessons for each topic. The topics include global perspective, using models, balance of power, conflict, development, global environment, global resources, global trade, human rights, hunger, ideologies, international organization, international relations, technology, terrorism, world population, and world religions. Each unit contains an overview, lessons, and a resource list, and each lesson includes: (1) a theme; (2) a specific title; (3) objectives; (4) information on how to begin the lesson; (5) procedures for lecture/discussion; (6) a guided activity; (7) information about how to end the lesson; (8) an independent activity; and (9) resource materials. The guide also includes student activity sheets and maps that can be used as resources. (DJC)

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TEACHING FOR GLOBAL PERSPECTIVE

A Resource Handbook

SO019373

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TEACHING FOR GLOBAL PERSPECTIVE

A RESOURCE HANDBOOK

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FOREWORD

Since the mandate for global studies was included in the standards and the concept introduced in workshops around the state, there has been an outcry for a guide or textbook of some kind. As a result, this resource guide is being provided to assist teachers in planning for instruction in this new course. These materials were written by teachers who have been the pioneers in global education in our state. The guide was developed and edited by Dr. Patricia Roach, a leader in our state in social studies education. This combination has produced a book from which teachers across the state can receive guidance and inspiration. It is our hope that through the use of these materials, teachers will be encouraged to revise, extend or create their own units of study.

Our state is receiving national recognition for its efforts in global education. Kudos are due those who have led in the development of global education in Arkansas. Teachers, schools and communities around the state have spawned a new excitement that is giving a wonderful boost to all areas of social studies. Although it was a state mandate that created the global studies program, it has been this cadre of people who have generated the enthusiam that has propelled global studies into the forefront of social studies education in Arkansas.

Judy Butler, Specialist
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INTRODUCTION

Teaching for Global Perspective: A Resource Handbook represents the combined efforts of approximately 150 social studies teachers across Arkansas who participated in a graduate course entitled "Teaching for Global Perspective" which I taught in the summer of 1986 and the spring and summer of 1987.

The Handbook is provided as a resource for teachers of global studies as they assist Arkansas students in attaining a global perspective.

A note of thanks for assistance is due to the social studies teachers of Arkansas who worked long hours with enthusiasm; to Leon Adams and Judy Butler from the Arkansas Department of Education, who found the funds to make this project possible; to Gloria Russ, Barbara Stafford, Bettie Hill, Carolyn Kuhn, Tomve Power and Mary Allen White, who assisted in format; and to Delaine Gates, who assisted in a million ways in finalizing the lesson plans.

Patricia Betts Roach, Ph.D
Southern Arkansas University
Magnolia, Arkansas
August 1987

If you inquire what the people are like here,
I must answer, "the same as everywhere."

Johann W. von Goethe
The Sorrows of Werther

Suggestions for Using the Handbook

No attempt has been made to prepare formal units with purpose and objective; instead, individual lesson plans from approximately 250 units have been compiled and similarly formated. By using this approach, the individual teacher will supply the purpose and objectives for teaching specific topics based on the needs and interests of individual student populations. A variety of lesson plans are included in each topic. The teacher is urged to pick and choose, combine or delete at will. In lesson plans which involve specific data, newspaper articles or other readings, teachers may want to substitute more recent data or information.

It is suggested that the topic "Global Perspectives" be used early in the course in order to provide a firm foundation for students, so that they may better understand the purpose of the global studies course. In addition, "Using Models" will assist students in categorizing and discussing information of a global nature. Otherwise, no sequence of topics is suggested. Each teacher will categorize the topics according to the overall needs and interests of the students served.

A loose-leaf format encourages the teacher to add lessons and delete lessons as appropriate. Because a decision concerning skill and theme is often a value judgment, the teacher may change either or both depending on the particular focus of the lesson.

All lessons are suggestions only. Each lesson format is based on the Program for Effective Teaching model and effort has been made to provide the essentials necessary for the teaching of the lesson. The editor accepts responsibility for the interpretation of the global concept as reflected in the Handbook.

Patricia Betts Roach, Ph.D.

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GLOBAL PERSPECTIVE

Global perspective is an attitude--a value position--a recognition of commonalities, as well as diversities. In short, it is a way of viewing the world. Robert Hanvey states, "It includes the study of nations, cultures, and civilizations, including our own pluralistic society and the societies of other peoples, with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world."

According to Hanvey, **education for global perspective** is "that learning which enhances the individual's ability to understand his or her condition in the community and the world and improves the ability to make effective judgments." In order to attain a global perspective, Hanvey suggests consideration of the following five dimensions.

Dimension 1: **Perspective Consciousness**--the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

This is no simple matter. Though we may talk about differences of points of view or conflicts of opinion within a society, something far deeper is involved in building perspective consciousness. Opinion is merely the surface layer of perspective. Dredging the deeper, underlying layers--the orienting beliefs, assumptions and explanations of time, space and causality, all largely unconscious and unquestioned-- is more significant.

Dimension 2: **State of the Planet Awareness** --awareness of prevailing world conditions and developements, including emergent conditions and trends, such as population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, and conflicts within and among nations.

Most people's direct experience beyond their immediate community is infrequent, if ever. But through television and radio, they have access to much information. Some of this information is distorted by the need of the media to capture attention. Some is technical and forbidding to the general audience. Schools can help students use and comprehend media information more intelligently, can help them examine possible connections between a "news event" like a famine and local diets rich in animal protein. And they can help students understand technically complex situations, such as the aerosol spray/ozone depletion controversy and its possible world impact.

Dimension 3: **Cross-Cultural Awareness**--awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.

At its highest level--awareness of how another culture feels from the standpoint of an insider--cross-cultural awarenesss is an exceedingly difficult goal. There are intermediary levels that can be more readily attained, such as an intellectual understanding that finds the actions of the other "believable." Hanvey argues that this is an acceptable attainment but that by developing new methods building on empathy (the capacity to imagine oneself in another role within the context of one's own culture) and transpection (the capacity to imagine oneself in another role within the context of a foreign culture), schools can help students reach a higher level. A sense of the humanness of all people and a greater self-awareness can result.

Dimension 4: **Knowledge of Global Dynamics**--some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

This dimension involves building an understanding of how the world works. Metaphors may be useful--the world as a vast machine or as an enormous organism. Both suggest the idea of interconnected parts of systems. Thinking in terms of global systems helps people generate more sophisticated explanations and enhances the possibilites of control of complex situations.

A systems approach at the micro-level can help students understand the dynamics of change of all levels, including the global. Studying the consequences of stocking a pond with a new species of fish can be one way to see that things **ramify.** Profound disturbances of the pond's equlilbrium and an altered variety of aquatic life may result. The introduction of technological advances may have a similar impact in social systems. Students can see that there are in fact no "side effects," only **surprise effects.**

In addition, schools might focus on the patterns of change most characteristic of our times. In today's world much of this has to do with technological innovation and diffusion--and with the phenomenon of growth . Assumptions about the naturalness and goodness of growth need to be weighed and analyzed.

Dimension 5: **Awareness of Human Choices**--some awareness of the problems of choice confronting individuals, nations and the human species as consciousness and knowledge of the global system expands.

Heightened awareness of our own cultural perspective, of how other people view the world, and of global dynamics and change, brings with it problems of choice. Hanvey believes that we now are in a period of transition, moving from pre-global to global cognition. We are gaining a new knowledge of system interactions, new knowledge of long-range and wide-range effects, and a more conscious use of such knowledge in planning human action. As such knowledge and its rational use expands, human choices expand. This wider range of choice is itself an important dimension of a global perspective.

Paraphrased from: An Attainable Global Perspective, by Robert G. Hanvey. Global Perspectives in Education, Inc., New York, 1976.

Skill: 1.04
Theme: Perspective

TOPIC: GLOBAL PERSPECTIVE

Lesson I: What Is It? Why Do We Need It?

Objective: At the conclusion of today's lesson, students will:
1. define global perspective.
2. list reasons why we need a global perspective.

Beginning the lesson: Imagine you are on a spaceship looking back toward earth. What do you see? That view is a "global view."

Procedure: Lecture/Discussion

I. What is a global perspective?
   A. An understanding of the "oneness" of the planet
   B. An understanding that millions of people are sharing a fragile, twirling ball out in space.
   C. An understanding that this fragile planet on which we live is a closed system--harm done to one part may result in harm to all
   D. An understanding that the future of all living things is connected

II. Why do we need a global perspective?
   A. Rapid population increases (for every two persons on earth in 1975, there will be three by 2000)
   B. Fact that four-fifths of world's population lives in less developed nations
   C. Fact that rich are getting richer, poor are getting poorer
   D. Fewer available resources to go around
   E. Increasing environmental problems (ozone depletion, acid rain, others)
   F. World vulnerability to natural and human disasters
   G. An understanding that none of these problems can be solved by any one country.

Guided Activity: (1) Write a paragraph to explain global perspective. 2) Using the list of "Why do you need a global perspective?", prioritize the list from most important to least important. Explain your choices.

Ending the lesson: Review main points of lesson.
What is a global perspective?
Why do we need a global perspective?

Independent Activity: Using a newspaper, find articles to reinforce reasons why we need a global perspective.

Resources: None

Skill: 1.04
Theme: Perspective

TOPIC: GLOBAL PERSPECTIVE

Lesson II: How Do We Gain a Global Perspective? (1)

Objective: At the conclusion of today's lesson, students will:
1. identify two dimensions of global perspective.
2. discuss two dimensions of global perspective.

Beginning the lesson: Yesterday, we discussed global perspective and why we need it (review). But, how do we get a global perspective? Robert G. Hanvey has written a book called An Attainable Global Perspective. He tells us that if we don't have a global perspective, we can "attain" one. He lists five dimensions (parts) of a global perspective. (Hold up chart with dimensions listed). Today we will discuss the first two.

Procedure: Lecture/Discussion/Thinking Skills
- I. What is perspective consciousness?
  - A. Recognition or awareness on part of individuals that they have a view of the world that is not universally shared
  - B. Awareness that people's views are shaped by influences that often escape conscious detection
  - C. Awareness that others have views that are profoundly different from one's own
- II. What is a "state of planet" awareness?
  - A. Awareness of prevailing world condition
  - B. Awareness of emergent world conditions and trends

Guided Activity: (1) Write a paragraph explaining how opinion differs from perspective consciousness. (2) Read excerpt from the Global 2000 Report; place a "C" by each statement that indicates the current "state of the planet" and an "F" by each statement that indicates the future trends of the planet.

Ending the lesson: Review main points of lesson.
What is a perspective consciousness?
What do we mean by "state of planet" awareness?

Independent Activity: Continue to find newspaper articles. Bring "State of Planet" articles tomorrow.

Resources: Excerpt from the Global 2000 Report.
Global Dimensions Chart

PRINCIPAL FINDINGS--GLOBAL 2000 REPORT

World population will grow from four billion in 1975 to 6.35 billion in 2000, an increase of more than 50 percent. The rate of growth will slow only marginally. Population will be growing faster in 2000 than it is today, with 100 million people added each year. Ninety percent of this growth will occur in the poorest countries.

The economies of less developed countries (LDCs) are expected to grow faster than those of industrialized nations but the gross national product per capita in most LDCs will remain low. The average gross national product per capita is projected to rise, particulary in Latin America, but in the great populous nations of South Asia, it will remain below $200 per year. The existing gap between the rich and poor nations will widen.

Over the next 30 years, world food production is projected to increase 90 percent. This means a global per capita increase of less than 15 percent over the same period. The majority of that increase will go to countries that have relatively high per capita food consumption. Per capita consumption in the Middle East, South Asia and the LDCs of Africa will hardly improve or will decline below present inadequate levels. Most of the increased output of food will have to come from higher yields because arable land will increase only four percent by 2000.

The world's finite fuel resources--coal, oil, gas, shale, tar sands and uranium--are theoretically sufficient for centuries but they are not evenly distributed. Nonfuel mineral resources appear sufficient to meet projected demands but further discoveries and investments will be needed to maintain reserves. Regional water shortages will become more severe and in many LDCs, water supplies will be affected by extensive deforestation. Significant losses of world forests will continue as demand for forest products and fuelwood increases. It is projected that some 40 percent of the remaining forests in the LDCs will be gone by 2000.

Agricultural soil will undergo serious deterioration due to erosion, loss of organic matter, desertification, salinization, alkalinization and waterlogging. The spread of desert-like conditions is likely to accelerate.

By the year 2050, atmospheric concentrations of carbon dioxide and ozone-depleting chemicals are expected to increase at rates that could alter the world's climate and upper atmosphere. Acid rain will threaten damage to lakes, soils and crops. In increasing numbers of countries, radioactive and other hazardous materials will present health and safety problems.

Hundreds of thousands of species of plants, fish and animals--perhaps as many as 20 percent of all species on earth--will be irretrievably lost as their habitats vanish. Species in tropical forests will be especially vulnerable.

The future outlined above may actually understate the impending problems.

Taken from: The Global 2000 Report, Volume One, prepared by the Council on Environmental Quality and the Department of State, 1977.

GLOBAL DIMENSIONS CHART

1. PERSPECTIVE CONSCIOUSNESS

2. STATE OF THE PLANET AWARENESS

3. CROSS-CULTURAL AWARENESS

4. KNOWLEDGE OF GLOBAL DYNAMICS

5. AWARENESS OF HUMAN CHOICES

From: An Attainable Global Perspective.
Robert G. Hanvey. Global Perspectives in Education,
Inc., 1976.

Skill: 1.28
Theme: Perspective

TOPIC: GLOBAL PERSPECTIVE

Lesson III: How Do We Gain a Global Perspective? (2)

Objective: At the conclusion of today's lesson, students will:

1. identify cross-cultural awareness.
2. list ways that cultures may be compared.

Beginning the lesson: Focus attention on chart listing Hanvey's "Dimensions." Today we are continuing Hanvey's ideas concerning how we "attain" a global perspective. Yesterday, we studied two dimensions--perspective consciousness and state of planet awareness. Today, we are going to add another dimension, cross-cultural awareness. What is culture? How can we study cultures?

Procedure: Lecture/Discussion

I. What is cross-cultural awareness?
  A. Awareness of the diversity of ideas and practices found in human societies around the world
  B. Awareness of ways in which these ideas may be compared
  C. Awareness that our own culture may appear "strange" when seen from other viewpoints

II. How can we compare cultures?
  A. Comparison of family structure
  B. Comparison of types of government
  C. Comparison of types of economic systems
  D. Comparison of types of education
  E. Comparison of religions
  F. Comparison of science and technology

Guided Activity: Complete the "Cross-Culture Comparison" chart by brainstorming the different ways groups could be organized to meet the basic social needs of the group.

Ending the lesson: Review main points of lesson.
What is "cross-cultural" awareness?
What are the six broad categories used to compare cultures?
(Remind students that if a group is surviving, what they are doing works for them.)

Independent Activity: None

Resources: Cross-Cultural Comparison chart
Global Dimension chart

CROSS-CULTURE COMPARISON CHART

(Many Ways to Do the Same Thing)

Family Structures	Types of Government
Economic Systems	Religions
Educational Systems	Science/Technology

List the different types of structures under each heading.

Skill: 1.34
Theme: Change

TOPIC: GLOBAL PERSPECTIVE

Lesson IV: How Do We Gain a Global Perspective? (3)

Objective: At the conclusion of today's lesson, students will:

1. define knowledge of global dynamics.
2. discuss change theory.

Beginning the lesson: Focus attention on chart using Hanvey's "Dimensions." We are still studying Hanvey's ideas of "attaining" a global perspective (review major points). Today, we are going to discuss dimension four--Global Dynamics. What is "dynamics"?

Procedure: Lecture/Discussion

- I. What is knowledge of global dynamics?
    - A. World consists of parts that are interconnected
    - B. In order for an economic system to "work," all systems must work (you can't sell if no one buys)
    - C. All countries are interrelated socially, politically and economically
- II. Why is change a part of global dynamics?
    - A. System always in change process
    - B. Change in one part of a system causes changes in other parts (spreading change is called ramification)
    - C. Ramifications often cause "surprise effects"

Guided Activity: (1) Consider change from the point of human systems. Use picture of student from 9th grade yearbook. What change occurred? How did change spread into all areas of student's life? What are the surprise effects?

(2) Read "Case of Papago Indians of Southern Arizona"

- a. Explain what the system was like before farm wagons were introduced.
- b. List changes that occurred as a result of wagons being introduced.
- c. List surprise effects.

Ending the lesson: Review main points of lesson.
What is knowledge of global dynamics?
Why is change a part of global dynamics?

Independent Activity: None

Resources: Ninth grade yearbook
"Case of the Papago Indians of Southern Arizona"
Global Dimension chart

THE CASE OF THE PAPAGO INDIANS OF SOUTHERN ARIZONA

Around the turn of the century, Indian agents began to provide the Papago with farm wagons. The primary means of transporting goods had been the pack horse. The Papago made saddles of two cylindrical bundles of wheat straw or grass tied together with leather thongs and slung so that one rested on each side of a horse's back. Goods to be transported were put in fiber baskets or rawhide nets and slung over the strawpack saddles.

The Indians were a mobile society; during the winter months the Papago lived in the mountains where there were permanent supplies of water. They moved down into the valleys in the summer months to plant and harvest crops of corn, beans and wheat. Papago traders sometimes went as far as 250 miles to trade goods such as buckskin, grass rope, baskets and pottery for seeds to plant.

Papago villages rarely consisted of more than 100 people and were organized as land-using, political units, laying claim to some permanent water supply in the mountains and an area of arable fields in the valley. Hardly any surplus was produced and there was no full-time specialization of labor. All the men worked in the fields, took care of the horses, managed the packing and most could engage in the simple crafts of leather and woodworking. Besides cooking and performing other household duties, the women were part-time specialists in pottery-making and basketry. The older children gathered firewood by the armload from around the village.

The wagon made several changes in the Papago way of life. It became a convenient means of hauling water and the art of pottery-making became less important. It was also a convenient means of hauling firewood. Men began to cut firewood in large quantites. Some of the wood was sold in nearby towns and this gave rise to selling surplus corn and wheat. The Papago began to move into the cash economy of the area. One or two men on a wagon could make trading expeditions in place of the many men and horses previously needed.

The wagon also had an effect on community solidarity.

> "Acceptance of the wagon as a source of the whole village under joint management was surely not a part of the expectation of the Indian agent. He probably thought in terms of individual

> ownership. What happened was an adjustment to the existing social organization and property concepts of the Papagos. The village headman brought the wagon into the culture as a unique resource, like the land, the use of which must be shared. This sharing led to the new group activity of road-building, in accordance with the same pattern as land improvements."
>
> Edward H. Spicer, Human Problems in Technological Change. John Wiley & Sons, 1967, pp. 25, 27.

Things ramified. A new element was introduced. Technologies disappeared or declinced. The sexual division of labor changed. New skills were learned. Old patterns of contact with outsiders eroded and new patterns emerged. Community activites found a new focus. These were the effects of a lowly farm wagon on a packhorse culture.

Skill: 1.02
Theme: Values

TOPIC: GLOBAL PERSPECTIVE
Lesson V: How Do We Gain a Global Perspective? (4)
Objective: At the conclusion of today's lesson, students will:
1. discuss human choice as it relates to global perspective.
2. list Hanvey's five dimensions.

Beginning the lesson: Focus attention on chart of Hanvey's five dimensions. Today we are going to complete Hanvey's list and discuss all the dimensions together.
Procedure: Lecture/Discussion
- I. What is awareness of "human choices"?
    - A. Choices concerning our future and the future of the planet
    - B. Awareness of alternatives
    - C. Awareness through knowledge; we do make a difference.
- II. What are the five dimensions of global perspective?
    - A. Perspective consciousness
    - B. State of planet awareness
    - C. Cross-cultural awareness
    - D. Awareness of global dynamics
    - E. Awareness of human choices

Guided Activity: List the five dimensions of global perspective. Define each term. Tell what each means in your own words.
Ending the lesson: Review main points of lesson.
What are the five dimensions of global perspective?
What is the definition of each term?
Independent Activity: None
Resources: None

RESOURCE LIST

Global 2000 Report, Volume One. Council on Environmental Quality and the Department of State, 1977.

Goldstein, Eleanor and Joseph Newman (Editors). *What Citizens Need to Know About World Affairs*. Rev. Ed. Washington, D.C.: U.S. News and World Report, Inc., 1983.

Hanvey, Robert G. *An Attainable Global Perspective.* Center for Teaching International Relations, Denver, Colorado, 1978.

Lamy, Steven L. Series of lectures given to Arkansas global studies teachers, Monticello, Arkansas, Summer, 1986.

Papp, Daniel S. *Contemporary International Relations: Frameworks for Understanding*. New York: Macmillan, 1984.

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IMPROVING GLOBAL PERSPECTIVE THROUGH THE USE OF ANALYTICAL MODELS

To teach for **global perspective**, one must not only understand the concept of global perspective, but must also be able to organize ideas and materials in such a way that a global perspective--rather than global trivia--emerges. Without a manageable framework, teachers and students will find themselves sinking in a sea of interesting "current events." Although current events make for interesting discussion for some students, it rarely leads to academic achievement or improved global understanding.

In order to organize ideas and materials for understanding, one must consider the ease with which students can gather and organize data. One model that is successful with high school students is the **Social Institution Model.** This model provides a framework which allows students to compare cultures at various stages of development. For ease of use, each institution must be defined in terms of purpose. For example, family is defined as the group responsible for reproducing and caring for the young; the purpose of govermment is to protect the group from itself and others; the purpose of religion is to answer unanswerable questions that plague the human mind, etc. Each category may be expanded or collapsed depending on the data to be collected.

A second model that is helpful to students is adapted from an **International Relations** model. Within this model students must make two decisions: (1) Who are the actors; and (2) What is the value position of the actors?

Actors are placed into two major categories, **nations** and **non-nations.** Nations are defined not only as individual nations but also as groups of nations. Thus students must know the terms **First World, Second World, Third World, Fourth World, North-South Nations, East-West Bloc** and must know which nations fit into the categories. Non-nations actors may be categorized as **for-profit** actors which include multinational corporations and **not-for-profit** organizations which include actors such as the Red Cross, Amnesty International, etc. **Individual** actors also act on the international scene. Examples of individual actors include Terry Waite, Jesse Jackson, Bishop Tutu and others who have international influence but do not officially represent a nation.

Value positions or world views are the attitudes, beliefs and values that the actors bring to global issues and situations. Three major positions may be used for purposes of categorization. Each position must be taught and practiced until students are able to use actors and value positions as tools to analyze international events and statements. Each value position is a reflection of what the actors believe about human nature and the way in which that nature is catapulted on to the global scene.

The **systems maintainer** view of the world agrees with the philosopher Thomas Hobbes that man is "brutish and evil" and that on the international scene anarchy exists, conflict is endemic and war is inevitable. The best that a nation can do is to control variables through political and military strength in order to insure an advantage for one's national self-interest. To the maintainer, nations are the major actors with emphasis primarily on the major powers or superpowers. A similar but alternative approach is that of the functional internationist who agrees basically with the maintainer but who is primarily interested in trade and keeping markets open. Although conflict is endemic, war should be avoided as long as possible because it will close markets. To the functional internationist, sanctions would not be appropriate behavior.

A second world view is that of the **systems reformer.** This view is an idealist view based on the belief that human nature is basically good but systems and institutions are in need of reform in order to function for the benefit of humankind. Linkages between and among nations are considered positive, since it forces cooperation and negotiation essential for survival. Collective security is necessary for global stability and global institutions such as the United Nations and the World Court are important to global well-being. War is not inevitable and the misunderstandings among nations can be corrected through education and cooperation.

The third world view or value position is that of the **systems transformer.** This view rests on the belief of the goodness of human nature. The evils in the world arise from evil institutions and systems, therefore the existing structures must be changed if stability is to occur. Although the reformer and the transformer believe in the goodness of human nature, the systems transformer believes that cooperation will not solve the problems of inequality, because the relationships between rich and poor are based on exploitation, therefore increased stability cannot occur until governmental intervention is increased to reduce inequality and assure justice for all humans. There is no general agreement on how this reform should take place. Included in this world view are alternative left groups, alternative right groups as well as liberation theology groups. The key to recognizing this value position is the requirement of system change, which may be right or left.

After teaching this model it will be helpful to students for political terms such as conservative, liberal, radical and reactionary to be defined and superimposed on the model. This will allow for a greater understanding of newscasts and printed news articles.

Taken from: Roach, Patricia B. "Improving Global Perspective Through the Use of Analytical Models", *The Arkansas Social Studies Teacher*, V 12, Fall, 1986, pp. 31-33.

Skill: 1.75
Theme: Culture

TOPIC: USING MODELS

Lesson I: Social Institution Model

Objective: At the conclusion of today's lesson, students will:

1. list the six social institutions present in all societies.
2. define and list purpose of each social institution.

Beginning the lesson: All people in the world live in groups. Each group is trying to survive; How does a group manage to survive? How are the needs of the group met? All groups have certain tasks that must be performed. Once we understand these tasks, it gives us a way to collect information about the groups. When we have collected information, it is easy for us to compare and contrast groups.

Procedure: Lecture/Discussion

I. What are the major social institutions?
   A. Family
   B. Government
   C. Economics
   D. Education
   E. Religion
   F. Science and technology
II. What is the purpose of each institution?
   A. Purpose of family
   B. Purpose of government
   C. Purpose of economy
   D. Purpose of education
   E. Purpose of religion
   F. Purpose of science and technology

Guided Activity: List the six social institutions and write the purpose of each. Review with partners.

Ending the lesson: Review main points of lesson.
What are the six social institutions?
What is the purpose of each?
What is the goal of each group?

Independent Activity: None

Resources: None

Skill: 1.75
Theme: Culture

TOPIC: USING MODELS

Lesson II: Using the Social Institutions Model

Objective: At the conclusion of today's lesson, students will:

1. use the Social Institutions model.

Beginning the lesson: Yesterday, we learned about social institutions. Today, we are going to use that information as a "tool." What is a "tool"?

Procedure: Investigation/Compilation/Comparison

I. Put students into groups of six. Assign each group a specific country. Each member of the group will be responsible for finding out about a social institution in the assigned country.
Example: Iran--type of family structure
--type of government system
--type of economic system
--type of education system
--major religion
--level of science and technology

II. Have each group chart its information on Social Institutions chart.

Guided Activity: Draw a large Social Institutions chart on board or use overhead projector. Set up chart as students respond, so that they are aware of ways in which information may be compiled for comparison. Have students copy information on their paper. How are the countries alike? Go through the process of "comparing" each institution.

Ending the lesson: Review main points of lesson.
What is a social institution?
How can social institutions be compared?

Independent Activity: Using charts copied from the board, have students "contrast" or tell how the social institutions are different.

Resources: World Almanac, State of the World Atlas or other easily used resource information
Social Institutions Comparison Chart

SOCIAL INSTITUTIONS COMPARISON CHART

Social Institution	Country A	Country B	Country C
Family Extended Nuclear			
Government Type Who has contol			
Economic Type Decision makers Per capita			
Education Type Literacy rate			
Religion Major type Major diety Holy writing			
Science/Technology Nuclear capability Level health care provided			

Skill: 1.03
Theme: Diversity

TOPIC: USING MODELS
Lesson III: International Relations Model (1)
Objective: At the conclusion of today's lesson, students will:

1. identify term "actor."
2. describe types of actors.
3. apply information to current newspaper article.

Beginning the lesson: What is an actor? Are you an actor? (Discuss roles that we play that make us actors.) There are also actors on the global level.

Procedure: Lecture/Discussion

- I. Who are the international actors?
  - A. State actors
  - B. Non-state actors
- II. How are state actors categorized?
  - A. First world, second world, third world and fourth world nations
  - B. East/West Bloc nations
  - C. North/South nations
- III. How are non-state actors categorized?
  - A. For profit actors
  - B. Not-for-profit actors
  - C. Individuals

Guided Activity: Read newspaper articles and identify the actors.

Ending the lesson: Review main points of lesson.
Who are international actors?
How are state actors categorized?
How are non-state actors categorized?

Independent Activity: Using the article from the second newspaper handout, identify state and non-state actors.

Resources: Newspaper articles
Who's Who handout
North/South handout

N. KOREA WELCOMES PROPOSAL FOR TALKS

Communist North Korea Thursday welcomed a South Korean proposal to open talks between the two nations but demanded the United States join negotiations on military force reductions.

A statement from a North Korean Foreign Ministry spokesman, carried by the offical [North] Korean Central News Agency monitored at Tokyo, proposed talks among the Foreign ministers of the two Koreas and the United States secretary of State, but left the door open for direct north-south meetings as well.

The North Korea statement also criticized Seoul's latest offer to hold talks for ignoring its disarmament proposal and instead focusing on entry into the United Nations and mutual recognition of the other nation. (UPI)

Arkansas Gazette, August 7, 1987

1. List actors as state or non-state. ____________________

____

____

2. Identify actors as First World, Second World, Third World, Fourth World, East/West or North/South. ______

____

____

____

3. Identify actors as for profit or not-for-profit.

____

____

____

JAPANESE FIRMS UNDER INVESTIGATION

The Japanese Foreign Ministry has asked the United States not to leak names of Japanese companies under investigation for illegally trading with the communist bloc, a ministry official said Thursday at Tokyo.

Newspapers in Japan have quoted sources at Washington as saying a subsidiary of NEC Corporation is being probed for possible violations of the rules of the Paris-based Coordinating Committee for Export Control.

A subsidiary of Toshiba Corporation illegally sold propeller milling machines to the Soviet Union that United States officials say have made Soviet submarines quieter and harder to detect. (AP)

Arkansas Gazette, August 7, 1987

1. Identify actors as state or non-state. ______________

2. Identify actors as First World, Second World, Third World, Fourth World, East-West or North-South. _____

3. Identify actors as for profit or not-for-profit.

WORLDWIDE WHO'S WHO

FIRST WORLD

Australia
Austria
Belgium
Canada
Denmark
Finland
France
Iceland
Ireland
Italy
Japan
Luxembourg
Netherlands
New Zealand
Norway
Portugal
South Africa
Sweden
Switzerland
United Kingdom
United States
West Germany

SECOND WORLD

Albania
Bulgaria
Cambodia
China
Cuba
Czechoslovakia
East Germany
Hungary
Mongolia
North Korea
North Vietnam
Poland
Romania
South Vietnam
U.S.S.R.

THIRD WORLD

Algeria
Argentina
Bahrain
Barbados
Bolivia
Botswana
Brazil
Cameroon
Chile
Columbia
Congo
Costa Rica
Cyprus
Dominican Republic
Ecuador
Egypt
El Salvador
Equatorial Guinea
Fiji
Gabon
Ghana
Greece
Guatemala
Guinea-Bissau
Guyana
Honduras
Indonesia
Iran
Iraq
Israel
Ivory Coast
Jamaica
Jordan
Kuwait
Lebanon
Liberia
Libya
Malaysia
Malta
Mauritius
Mexico
Morocco
Mozambique
Nicaragua
Nigeria
Oman
Panama
Papua New Guinea
Paraguay
Peru
Philippines
Oatar
Rhodesia
Saudi Arabia
Senegal
Singapore
South Korea
Spain
Swaziland
Syria
Taiwan
Thailand
Trinidad and Tobago
Tunisia
Turkey
United Arab Emirates
Uruguay
Venezuela
Yugoslavia
Zambia

FOURTH WORLD

Afghanistan
Bangladesh
Bhutan
Burma
Burundi
Cen. African Rep.
Chad
Dahomey
Ethiopia
Gambia
Guinea
Haiti
India
Kenya
Laos
Lesotho
Malagasy Rep.
Malawi
Mali
Mauritania
Nepal
Niger
Pakistan
Rwanda
Sierra Leone
Somalia
Sri Lanka
Sudan
Tanzania
Togo
Uganda
Upper Volta
Western Somoa
Yemen Arab
Yemen, Peoples
Zaire

With the exception of a few mini-states, the chart above shows where nations stand in the world hierarchy.

First World--Pop. 662 million, GNP $3,720

Second World--Pop. 1.2 million, GNP $1,049

Third World--Pop. 903 million, GNP $784

Fourth World--Pop. 942 million, GNP $142

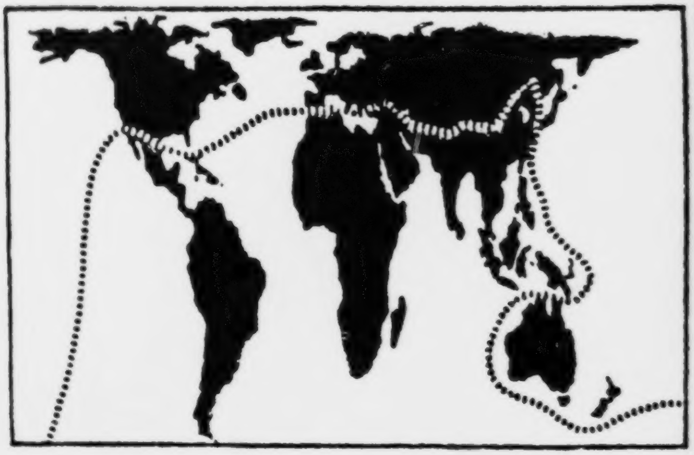
(The population and GNP figures are 1974 estimates. The Who's Who information is from 1975.)

NORTH/SOUTH

When one says "North-South," one usually means

"North": United States, Canada, Western and Eastern Europe, the Soviet Union, Japan, Australia, New Zealand.

"South": Latin America and the Caribbean, Africa and the Middle East, South and Southeast Asia, China and the Pacific Rim.



Peters Projection Map

Skill: 1.02
Theme: Values

TOPIC: USING MODELS

Lesson IV: International Relations Model (2)

Objective: At the conclusion of today's lesson, students will:

1. list major value position of world actors.
2. discuss value position of actors.
3. apply value position information to problem-solving activity.

Beginning the lesson: Our behavior is usually a reflection of what we believe. Our beliefs are our values. If I observe your behavior, I may be able to determine your "value system."

Procedure: Lecture/Discussion/Problem-solving

I. What are the major beliefs of systems maintainers?
  A. Man is "brutish and evil"
  B. Conflict is endemic
  C. War is inevitable
  D. Political and military strength used to advantage
  E. Nations are major actors

II. What are the major beliefs of systems reformers?
  A. Idealist view--human nature basically good
  B. Systems and institutions need reform
  C. Linkages between/among nations positive
  D. Collective security necessary
  E. War is not inevitable

III. What are the major beliefs of systems transformers?
  A. Human nature is good
  B. Evils arise from evil institutions/systems
  C. Existing structures must be changed
  D. Cooperation will not solve inequality
  E. Requires systems change

Guided Activity: Put students into groups. Assign problem: A civil war has erupted in Mexico. Many citizens want to come across the border to the U.S. to escape the fighting. What shall we do? Respond as: systems maintainer, systems reformer, systems transformer.

Ending the lesson: Review objectives of lesson. List the value positions of world actors. Discuss the value positions of each.

Independent Activity: None

Resources: None

Skill: 1.02
Theme: Values

TOPIC: USING MODELS
Lesson IV: International Relations Model (2)
Objective: At the conclusion of today's lesson, students will:

1. list major value position of world actors.
2. discuss value position of actors.
3. apply value position information to problem-solving activity.

Beginning the lesson: Our behavior is usually a reflection of what we believe. Our beliefs are our values. If I observe your behavior, I may be able to determine your "value system."

Procedure: Lecture/Discussion/Problem-solving

I. What are the major beliefs of systems maintainers?
    A. Man is "brutish and evil"
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    D. Collective security necessary
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III. What are the major beliefs of systems transformers?
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    C. Existing structures must be changed
    D. Cooperation will not solve inequality
    E. Requires systems change

Guided Activity: Put students into groups. Assign problem: A civil war has erupted in Mexico. Many citizens want to come across the border to the U.S. to escape the fighting. What shall we do? Respond as: systems maintainer, systems reformer, systems transformer.

Ending the lesson: Review objectives of lesson. List the value positions of world actors. Discuss the value positions of each.

Independent Activity: None
Resources: None

Skill: 1.02
Theme: Values

TOPIC: USING MODELS

Lesson V: Using the International Relations Model

Objective: At the conclusion of today's lesson, students will:

1. apply the International Relations Model to current events.

Beginning the lesson: Current events are an important part of a course in global studies; however, it is important to learn a correct way to deal with current events. Do you remember current events day, when everybody stood up and read their newspaper article and nobody listened? In this course it is very important to share information, and today we will learn to use a model for sharing.

Procedure: Lecture/Discussion/Decision-making/Reporting

- I. What is the model?
  - A. Actors
  - B. Value position of actors
- II. How can we use the model?
  - A. Read information
  - B. Actors and the value position of actors
  - C. Major issue of article

Guided Activity: Using a current newspaper article, complete the "Current Events Reporting Form."

Ending the lesson: Review main points of lesson.
What are the parts of the model?
How will model be applied to current event reporting and discussion?

Independent Activity: None

Resources: Current Events Reporting Form
Newspaper articles

CURRENT EVENTS REPORTING FORM

1. Who are the major actors?______________________________

____

____

____

2. What is the value position of each actor?

Actor A:____

____

____

Actor B:____

____

____

3. State the major issues in **one** sentence.____________

____

____

____

RESOURCE LIST

Goldstein, Eleanor and Joseph Newman (Editors). What Citizens Need to Know About World Affairs. Rev. Ed. Washington, D.C.: U.S. News and World Report, Inc., 1983.

Hanvey, Robert G. An Attainable Global Perspective. Center for Teaching International Relations, Denver, Colorado, 1978.

Lamy, Steven L. Series of lectures given to Arkansas global studies teachers, Monticello, Arkansas, Summer, 1986.

Papp, Daniel S. Contemporary International Relations: Frameworks for Understanding. New York: Macmillan, 1984.

BALANCE OF POWER

Nations form **alliances** and partnerships in order to create a **balance of power.** In the 17th and 18th centuries, Europe was informally aligned with each nation considered a **sovereign** unit (not subject to conquest or to external political control). These alignments were based on mutual interest in keeping any other nation from becoming too powerful rather than on political or ideological lines.

Before World War I Europe split into two hostile blocs: the **Triple Alliance**, composed of Germany, the Austro-Hungarian Empire and Italy; and the **Triple Entente**, composed of Russia, France and Great Britain. World War I almost destroyed European civilization and after the war the League of Nations was formed to try to prevent a repeat of this tragedy. The League of Nations was not successful and just 20 years later, a second conflict erupted--World War II. The balance of power in the Western World had been disrupted, allowing Germany to become powerful again. England and France were weakened, Russia was undergoing a revolution and the United States refused to join the League of Nations in hopes of remaining neutral.

The drain of waging war and the development of nuclear weapons altered the balance of power after WW II. Power was no longer equally distributed. Two strong nations with differing ideologies became the **superpowers**: the United States and the U.S.S.R. They developed the capacity to destroy each other, which led to a **mutual deterrence** (a stalemate in which neither country can attack the other for fear of massive retaliation). The **balance of terror** is a critical factor in successful deterrence; each side is convinced that the other has sufficient power and a willingness to act. The United States and the U.S.S.R. exist presently in a state of **detente.** Detente is the French word meaning "a willingness to overlook perceived threats" or a relaxation of tension. Another term used for this same concept is peaceful coexistence.

The nature of **military alliances** changed with the growth of just two major world powers. Most of the current agreements for common defense are based on alignment with one of the superpowers. The North Atlantic Treaty Organization (**NATO**) allies ten West European countries, Canada and the United States. Other alliances of the United States are: the Rio Treaty of 1947 with the countries of South and Central America, the Southeast Asia Treaty Organization of 1954 (**SEATO**) with the countries Australia, Britain, France, New

Zealand, Pakistan, the Philippines and Thailand (this treaty was cancelled in 1977); **ANZUS** with Australia, New Zealand, Pakistan and Turkey; and **Mutual Defense** Treaties with South Korea, Japan, the Philippines and Taiwan.

The Warsaw Treaty Organization (WTO), also called the **Warsaw Pact**, allies eight European countries and the U.S.S.R. Russia and its allies are called the **Eastern bloc** and the U.S. and its allies are called the **Western bloc.**

A few nations may become superpowers in the future. **China** has developed a strong industrial and agricultural base and is in the process of developing a significant nuclear arsenal and military force. The government of China seems intent on being independent of other world power blocs. Some authorities feel that **Brazil** may become a superpower. It has abundant natural resources, but is not economically developed enough or politically powerful enough to be a superpower now. **Japan** is already a major economic power but is dependent on foreign sources for raw materials and protection. Its constitution forbids the developement of nuclear weapons and stationing of its troops outside its own borders. Therefore, its potential for superpower status is questionable.

The world is divided up along **economic lines** as well as political lines. There are three associations: the **socialist** countries, those intertwined with the U.S.S.R.; the **capitalist** countries including North America, South America, Western Europe and Japan; and the **less-developed countries** (LDCs) of the world. Countries within each group have different needs and compete for trade and investments with countries in other blocs.

Skill: 1.81
Theme: Interdependence

TOPIC: BALANCE OF POWER

Lesson I: Definition and Brief History

Objective: At the conclusion of today's lesson, students will:
1. define balance of power.
2. list the factors in the historical development of balance of power.

Beginning the lesson: Ask students how they would feel about fighting a giant bully all alone, then ask them how they would feel about fighting the bully with several friends to help. Explain that this is the concept behind today's lesson--balance of power.

Procedure: Lecture/Discussion
- I. What is balance of power?
  - A. Definition
  - B. Examples
- II. What are the factors in the history of balance of power?
  - A. 17th and 18th century factors
  - B. Pre-WW I factors
  - C. Pre-WW II factors

Guided Activity: Category handout. Exchange and correct in class.

Ending the lesson: Review main points of lesson.
What is balance of power?
What are sovereign units?
What nations were members of the Triple Alliance?
What nations were members of the Triple Entente?
What are some of the reasons Germany became powerful before WW II?

Independent Activity: None

Resources: Category handout

CATEGORY HANDOUT

List the following under the correct category heading:

1. France
2. Sovereign units
3. Weakened England and France
4. Mutual interest
5. Russia
6. U.S. refusal to join League of Nations
7. Russia's revolution
8. Germany
9. Austro-Hungarian Empire
10. Great Britain
11. Italy

A. 17th and 18th century

1.

2.

B. The Triple Alliance

1.

2.

3.

C. The Triple Entente

1.

2.

3.

D. German Strength

1.

2.

3.

Skill: 1.33
Theme: Conflict

TOPIC: BALANCE OF POWER
Lesson II: Emergence of the Super Powers
Objective: At the conclusion of today's lesson, students will:

1. list the two super powers.
2. define mutual deterrence.
3. define balance of terror.
4. define detente.

Beginning the lesson: While holding a Superman comic book in one hand and a Captain Marvel comic book in the other, make the statement, "I'm sure that most of you can remember that Superman and Captain Marvel have many of the same powers. You probably remember that they are also the two most powerful superheroes. Today we are going to talk about two nations that have many of the same powers and are considered the supernations or superpowers of the world."

Procedure: Lecture/Discussion

I. Who are the world's superpowers?
    A. The United States
    B. The U.S.S.R.
II. What are mutual deterrence and balance of terror?
    A. Destruction capacity
    B. Retaliation fear
III. What is detente?
    A. Defintion
    B. Peaceful co-existence

Guided Activity: After dividing the class into two equal groups and labeling the groups A and B, have groups choose a leader to give the presentation later. Have Group A choose five powers from the A list and have Group B choose five powers from the B list. After they have chosen their powers each group leader will stand and tell which powers they will possess. Everyone should realize they have a balance of power and that neither group is more powerful than the other.

Ending the lesson: Review main points of lesson.
Who are the world's superpowers?
What is mutual deterrence?
What is balance of terror?
What is detente?

Independent Activity: Find an article from a newspaper dealing with the balance of power between the superpowers.

Resources: Superman comic book
Captain Marvel comic book
Power List

POWER LIST

A	B
Nuclear weapons	Nuclear weapons
Laser weapons	Laser neutralizer weapons
Advanced spy planes	Spy plane radar
Democratic Government	Communist Government
Ability to go to Moon	Ability to go to Moon
Space shuttle	Space stations
Strong allied support	Many satelitte nations
Strong Navy	Strong Army
New President with support of 100 percent of vote	Prime Minister with strong support

Skill: 1.07
Theme: Change

TOPIC: BALANCE OF POWER
Lesson III: Emerging Powerful Nations
Objective: At the conclusion of today's lesson, students will:
1. list emerging powers.
2. discuss why the countries may or may not become superpowers.
3. list constraints on these emerging powers.

Beginning the lesson: Have a map of the world with the United States and the U.S.S.R. colored in with a navy blue marker and have the emerging powers colored in a lighter shade of blue. Point out the significance.

Procedure: Lecture/Discussion

I. Who are the emerging powers?
  A. China
  B. Brazil
  C. Japan
II. Why are these powers emerging?
  A. Strong military potential
  B. Strong development in economics and politics
  C. Abundance of natural resources (Brazil and China)
III. What are some constraints on these powers?
  A. Reliance on U.S. for protection
  B. Dependence on foreign sources for essential raw materials

Guided Activity: Have students complete "Emerging Nations Chart."

Ending the lesson: Review main points of lesson.
Who are the emerging powers?
Why are these powers emerging?
What are some constraints on these powers?

Independent Activity: None

Resources: World map, colored appropriately
Emerging Nations chart

EMERGING NATIONS CHART

Emerging Nations	Reasons for Emergence	Constraints

Skill: 1.81
Theme: Interdependence

TOPIC: BALANCE OF POWER

Lesson IV: Regional Alliances

Objective: At the conclusion of today's lesson, students will:
1. list the alliances of the United States.
2. list the alliances of the U.S.S.R.

Beginning the lesson: Refer back to fighting the bully alone--the friends who come to your aid are your allies. Today's lesson will teach you which nations are allied with the United States and which nations are allied with the U.S.S.R.

Procedure: Lecture/Discussion/Map Skills

I. What alliances has the United States made and what nations are involved? (All countries for each treaty are in overview.)
    A. NATO
    B. Rio Treaty
    C. ANZUS
    D. SEATO
    E. CENTO
    F. South Korea Mutual Defense Treaty
    G. Japan Mutual Defense Treaty
    H. Philippines Mutual Defense Treaty
    I. Mutual Defense Treaty with Taiwan

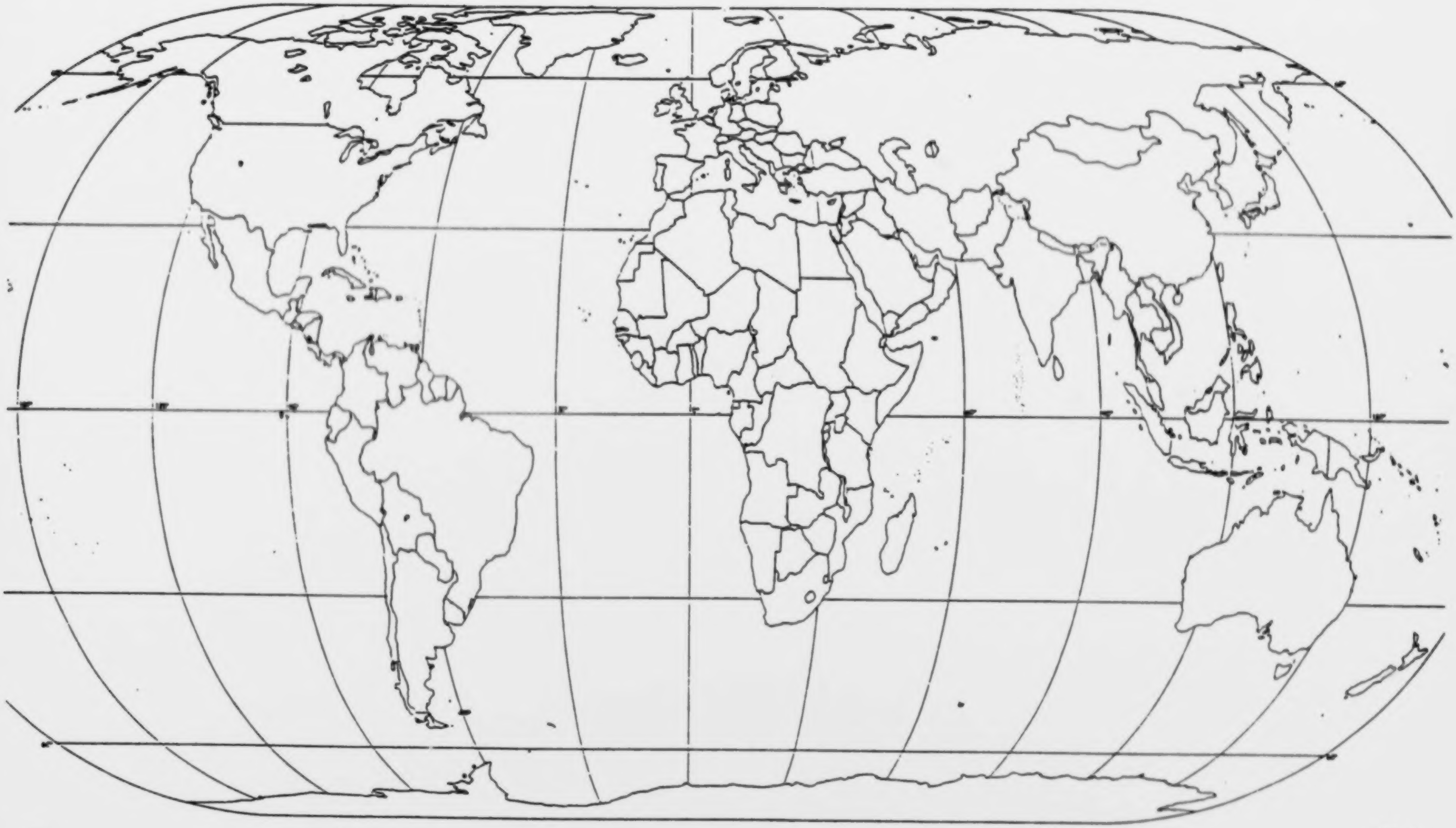
II. What nations are allied with the U.S.S.R. through the Warsaw Pact?
    A. Bulgaria
    B. Czechoslovakia
    C. East Germany
    D. Hungary
    E. Poland
    F. Rumania

Guided Activity: On a world map, shade NATO, ANZUS, Rio Treaty and Mutual Defense nations in blue. Shade Warsaw Pact nations in red.

Ending the lesson: Review main points of lesson.
Who are the allies of the United States?
Who are the allies of the U.S.S.R.?

Independent Activity: On the world map from the Guided Activity, shade in the remaining countries: green for those you think will ally with the U.S. in times of trouble and yellow for those you think will ally with the U.S.S.R. (Make an educated guess.)

Resources: World map
Blue and red markers/pencils



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RESOURCE LIST

Goldstein, Eleanor and Joseph Newman (Editors). *What Citizens Need to Know About World Affairs*. U.S. News and World Report, Inc., 1978, rev. 1983.

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CONFLICT

According to Webster, **conflict** may be defined as an antagonistic state or action as of divergent ideas, interests or persons. It may be a hostile or violent act or it may be any opposition of persons or forces.

Types of conflict include violent-non-violent, interpersonal-intrapersonal, as well as group, national and international. Conflict may be the result of accident, fear or aggression, or it may result from factors inherent in the social, economic or political activities within or among groups. Conflict may be intended or unintended.

The **symptoms** of conflict vary greatly. Although conflict is most often associated with negative emotions such as anger, anxiety, hatred, fear, pain and violence, symptoms of conflict may also include pleasure and excitement.

Since the beginning of human history, individuals and groups have acted upon their aggressions. Since the ending of World War II, approximately 125 wars have been fought. War continues today in many parts of the world. Although these incidents often appear isolated, they are all part of a global system--a conflict in one area affects policies in other countries at many levels. War is caused by many factors, sometimes a boundary dispute, sometimes a dispute over water or other resources and sometimes over ideological differences. Social, political and economic differences are also sources of conflict both within and among groups. Some conflicts occur and are soon over; others continue for generations.

The cost of conflict is great--both in human costs and the costs of lost opportunity. The greater the amount of a country's resources earmarked for **armaments** and the expenditures of war, the fewer resources are available for social welfare and improving the living standard of the group.

Skill: 1.05
Theme: Conflict

TOPIC: CONFLICT
Lesson I: What is Conflict?
Objective: At the conclusion of today's lesson, students will:
1. Define conflict.
2. Identify types of conflict.

Beginning the lesson: Ask a student to role-play a brief conflict scene. Be verbal and loud. When you have students attention, ask them what happened. Bring term conflict into discussion.

Procedure: Lecture/Discussion
- I. What is conflict?
  - A. Opposition of persons or forces
  - B. Hostile encounter
- II. What are different types of conflict?
  - A. Violent
  - B. Non-violent
  - C. Interpersonal
  - D. Intrapersonal
  - E. Group
  - F. National
  - G. International
  - H. Other

Guided Activity: Collect pictures to depict the different types of conflict. As teacher holds up picture, students will identify type of conflict. (Note: conflict may result over type of conflict.)

Ending the lesson: Review main points of lesson.
What is conflict?
What are the major types of conflict?

Independent Activity: Bring pictures of different types of conflict for a bulletin board collage.

Resources: Pictures depicting types of conflict

Skill: 1.05
Theme: Conflict

TOPIC: CONFLICT
Lesson II: Symptoms, Causes and Intent of Conflict
Objective: At the conclusion of today's lesson, students will:

1. Identify symptoms of conflict.
2. Identify causes of conflict.
3. Identify intent of conflict.

Beginning the lesson: We experience many types of conflict. (Review definition of conflict.)
Procedure: Lecture/Discussion

I. What are the signals or symptoms of conflict?
    A. Anger
    B. Anxiety
    C. Torment
    D. Frustration
    E. Hatred
    F. Pleasure
    G. Excitement
    H. Weapons
    I. Violence
    J. Fear
    K. Pain
    L. Other
II. What may cause conflict?
    A. Aggression
    B. Accident
    C. Fear
    D. Economy
    E. Society
    F. Politics
    G. Unknown
    H. Other
III. What is the intent of conflict?
    A. Planned
    B. Unplanned

Guided Activity: Pick out a combination of symptom, cause and intent; ask students to imagine a conflict situation described by the terms.
Example: Anxiety, Economy and Unplanned = Someone has lost job due to plant closing
Example: Pain, Society and Planned = Suffering of South African blacks because of government policies
Have students write combinations and share.
Independent Acivity: Find examples of newspaper articles that represent conflict symptoms.
Resources: None

Skill: 1.29
Theme: Conflict

TOPIC: CONFLICT

Lesson III: Conflict in Pictures

Objective: At the conclusion of today's lesson, students will:

1. apply knowledge of the concept of conflict to pictures.

Beginning the lesson: We have been discussing conflict in terms of types, symptoms, causes and intent. Today, you will use all of the information to make some judgments concerning conflict in pictures.

Procedure: Problem-solving

I. Prepare a series of pictures (7-10) (National Geographic magazines are great!)
II. Pictures should cover all categories of conflict
III. Number pictures and ask students to make judgments using the "Conflict in Pictures" handout
IV. Ask students **not** to talk or look at other's answers
V. Teacher will hold up each picture for judgment

Guided Activity: Put students into groups of five, give them "Conflict in Pictures" handout and ask them to come to an agreement on their answers. Have pictures ready for them to review if necessary. Have them report to the entire group.

Ending the lesson: Review objectives.
Did you have difficulty deciding on correct explanations?
Did you have conflict within your group?
Why did the conflict occur?

Independent Activity: None

Resources: Pictures
Conflict in Pictures handout (Adapted from Bay State Project materials used in workshop in Fox, AR, 1986)

CONFLICT IN PICTURES

Listed below are different categories of words that can be used to describe conflicts. Write the description in the space designated. You can add your own words, too!

Types

violent
non-violent
intrapersonal
interpersonal
group
national
international

Symptoms/Signals

anger
anxiety
torment
hatred
pleasure
frustration
excitement
weapons
violence
fear
pain

Causes

unknown
aggression
accident
fear
economic
social
religious

Intent

planned
unplanned

Number of Picture	Is conflict evident?	Type of conflict	Possible cause	Possible intent
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Skill: 1.05
Theme: Conflict

TOPIC: CONFLICT

Lesson IV: Global Conflict

Objective: At the conclusion of today's lesson, students will:

1. identify global conflict now occurring; and
2. plot the conflicts on a world map.

Beginning the lesson: Since the dawn of mankind, individuals and groups have acted upon their aggressions. Whether large-scale horrors or backyard scraps, war seems to be a human condition. Since the bomb was dropped on Japan in 1945, mankind has fought roughly 125 wars. War continues today in skirmishes and conflicts in many areas of the world, from the marshes of Iraq to the jungles of Central America. These incidents may seem isolated, but in fact, the impact is global. A conflict in the Middle East affects policies in other countries on many levels. Whether caused by boundary disputes, ideological or religious conflicts or political confrontations, the result is the same: a world at war.

From Time Education Program, 1985

Procedure: Lecture/Discussion/Map Skills

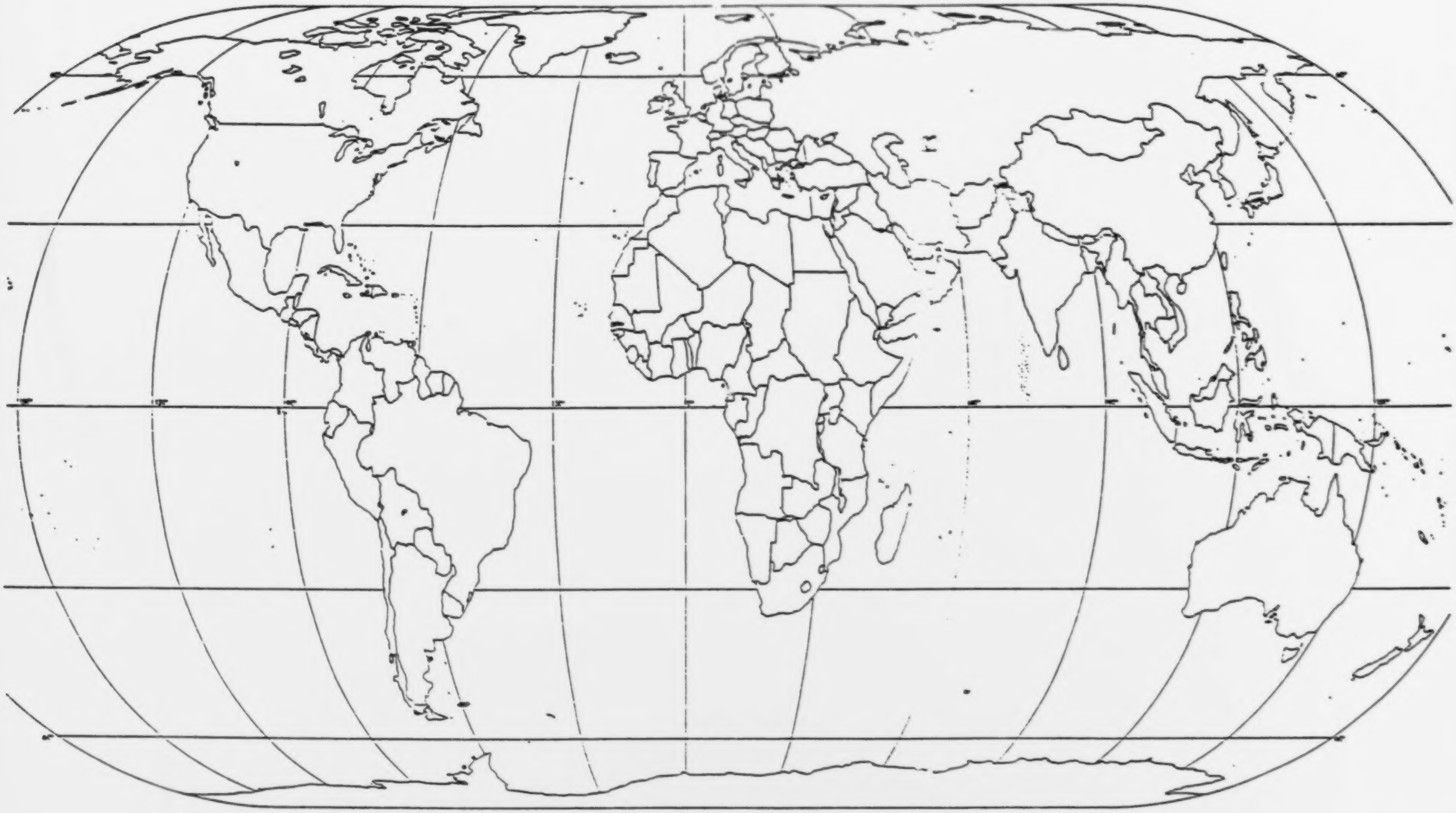
I. Where are global conflicts presently occurring?
    A. Northern Ireland
    B. Nicaragua
    C. Lebanon
    D. South Africa
    E. Iran/Iraq
    F. Afghanistan
    G. India/Pakistan
    H. Cambodia (Kampuchea)
    I. Other(s)
II. Who are the actors in the global conflicts?
    A. Northern Ireland
    B. Nicaragua
    C. Lebanon
    D. South Africa
    E. Iran/Iraq
    F. Afghanistan
    G. India/Pakistan
    H. Cambodia (Kampuchea)
    I. Other(s)

Guided Activity: Have students plot the areas of global conflict on a world map.

Ending the lesson: Review main points of lesson. Where are global conflicts presently occurring? Who are the actors in the global conflicts?

Independent Activity: Collect newspaper articles on global conflict.

Resources: World map



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Skill: 1.29
Theme: Conflict

TOPIC: CONFLICT
Lesson V: Global Conflicts--Identifying Issues
Objective: At the conclusion of today's lesson, students will:

1. discuss issues involved in the global conflicts presently occurring.

Beginning the lesson: Why do people fight wars? What are the issues involved? Randy Newman, in his song "Political Science," gives one explanation. Play record or read the words. What explanation did Newman give? Today you will investigate a conflict and determine the issues involved.

Procedure: Student Investigation

I. Place students in pairs, assign each pair a conflict to investigate (some may be investigating the same conflict)
II. Using information from previous lesson, have each member of a pair take the position of one of the actors in the conflict
III. Have students investigate (1) cause of conflict, (2) length of conflict, (3) economic and social losses due to conflict, (4) amount spent on armaments each year and (5) possible solutions to actors.

Guided Activity: Investigation
Ending the lesson: Review objectives.
Generally, what was the cause of the conflicts investigated? (political, social or religious)
Independent Activity: Get material into form so that each actor can present conflict from a particular point of view.
Resources: Copy of Randy Newman's "Political Science"
Library facilities

POLITICAL SCIENCE

by Randy Newman

No one likes us--I don't know why
We may not be perfect, but heaven knows we try
But all around even our old friends put us down
Let's drop the big one and see what happens

We give them money--But are they grateful?
No, they're spiteful and they're hateful
They don't respect us--so let's surprise them
We'll drop the big one and pulverize them

Asia's crowded and Europe's too old
Africa is far too hot
And Canada's too cold
And South America stole our name
Let's drop the big one
There'll be no one left to blame us

We'll save Australia
Don't wanna hurt no kangaroo
We'll build an all-American amusement park there
They go surfin' too

Boom goes London and boom Paree
More room for you and more room for me
And every city the whole world round
Will just be another American town
Oh, how peaceful it will be
We'll set everybody free
You'll wear a Japanese kimono
And there'll be Italian shoes for me

They all hate us anyhow
So let's drop the big one now
Let's drop the big one now

Skill: 1.29
Theme: Conflict

TOPIC: CONFLICT

Lesson VI: Global Conflict--God Is On My Side!

Objective: At the conclusion of today's lesson, students will:

1. identify conflict issues from the perspective of the actors within the conflict.

Beginning the lesson: Today you are to present your conflict issue to the World Court. Address each issue and explain your country's position.

Procedure: Oral Presentation/Organization Skills

I. Each pair will present information
II. Class will question as appropriate
III. Five minutes or less will be allowed for presentations

Guided Activity: Students will complete the "World at War" chart.

Ending the lesson: Review main points.
What are the major conflict issues?
Who are the major actors?

Independent Activity: Collect newspaper articles on global conflict.

Resources: World at War chart

WORLD AT WAR CHART

Area of Conflict Continent________________ Actors involved in Conflict________________ ________________ Apparent Cause of Conflict________________ Length of Conflict Years________________	Area of Conflict Continent________________ Actors involved in Conflict________________ ________________ Apparent Cause of Conflict________________ Length of Conflict Years________________
Area of Conflict Continent________________ Actors involved in Conflict________________ ________________ Apparent Cause of Conflict________________ Length of Conflict Years________________	Area of Conflict Continent________________ Actors involved in Conflict________________ ________________ Apparent Cause of Conflict________________ Length of Conflict Years________________

Skill: 1.29
Theme: Conflict

TOPIC: CONFLICT

Lesson VII: Global Armaments and Their Cost

Objective: At the conclusion of today's lesson, students will:

1. define armaments; and
2. discuss the cost of armaments.

Beginning the lesson: Put a toy gun and play money on the desk. Ask the question, "How are these related to world armaments?"

Procedure: Lecture/Discussion

I. What is an armament?
  A. Definition
  B. Example
II. What is the cost of armaments?
  A. Cost in dollars
  B. Cost in terms of social programs for health and welfare (guns vs. butter)

Guided Activity: Have students complete the handout "How Do Countries Spend Money." (Use information sheet entitled "How Countries Spend Money.")

Ending the lesson: Review main points of lesson.
What is an armament?
What are examples of armaments?
What do armaments cost a country?
Who spends the most for armaments?
Do the countries who spend the most for armaments also spend the most for social programs?

Independent Activity: Find articles/pictures and make a guns vs. butter collage. Continue to collect articles on global conflict. Bring to class tomorrow.

Resources: "How Countries Spend Money" chart
"How Countries Spend Money" Information chart

HOW COUNTRIES SPEND MONEY
INFORMATION SHEET
(Per capita)

Country	Military Expenditure	Health Expenditure	Education Expenditure
Brazil	$ 17	$ 9	$ 35
Canada	135	413	506
China	19	3	11
India	5	1	4
Japan	42	173	250
Saudi Arabia	593	61	512
Sweden	286	582	625
U.S.	426	218	415
U.S.S.R.	370	70	181
W. Germany	247	424	308

Source: Ruth Sivard. World Military and Social Expenditures. New York: Institute for World Order, 1978. **

** Note that these figures are 1978. If possible, have students update the figures and make comparisons. This lesson will teach process that students will use in further investigations.

HOW COUNTRIES SPEND MONEY

Directions: Using "How Countries Spend Money Information Sheet," rank the countries from high to low in terms of military spending and social spending (health and education).

Military Spending	Health Spending	Education Spending
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

---

(1) Is any country number one on all three lists?______

If so, which country?______________________________

(2) Write a brief paragraph explaining your findings.

Skill: 1.05, 1.29, 1.79
Theme: Conflict

TOPIC: CONFLICT

Lesson VIII: Reporting Conflict: A Global Newspaper (three-to five-day lesson)

Objective: At the conclusion of the lesson, students will:

1. compile information collected from news articles and other sources into a "Global Newspaper."

Beginning the lesson: For the past few days, we have been reading other people's reporting of global conflicts. Today, we are going to write our own account of the conflicts that we have been investigating.

Procedure: Writing Skills/Thinking Skills/Creative Skills

I. Students will work in organized investigation group
II. Students will use articles gleaned from the press to guide them in reporting
III. Headlines from news articles may be used but all writing in the newspaper will be that of students
IV. Encourage students to review information on conflict to use in writing articles (type, cause, intention and symptoms)
V. Encourage political cartoons, puzzles, human interest stories, diagrams, pictures and other creative approaches to reporting--all writing must relate to conflict situation or area
VI. Laminate newspaper pages and place them around the room for students to read

Guided Activity: Newspaper composition

Ending the lesson: Review main points covered in each day's activities. Save time for each group to give a 30-second update of their work each day.

Independent Activity: Continue to collect articles

Resources: Newsprint or other paper
Scissors, tape/paste, rulers
Lamin

Ending the activity: At the close of the activity, have students write a paragraph explaining the major things they learned from the overall activity. Ask them to share the main points.

** This activity adapted from ideas presented by Dr. Jan Tucker at a Global Education workshop in Little Rock, Arkansas, spring 1985.

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Brown, Lester R. *The Twenty Ninth Day*. New York: W.W. Norton Company, Inc., 1978.

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DEVELOPMENT

Development may be defined as the way in which **technology** is used to improve the **standard of living.** The **description** of development includes many factors. Among them are (1) the standard of living, (2) use of modern technology, (3) the shift from agriculture to industry and (4) the level of productivity. Major **indicators** of developmental levels include the gross national product (GNP) and national income (NI). GNP is the total of all the goods and services a country produces in a given period; NI is the total of all incomes earned--profit, rent, interest and wages. **Factors** in development are land, technology, communication and transportation, urbanization, international trade, foreign investment and development loans.

We usually speak of the developmental level of the world by using the terms **First World, Second World, Third World** and **Fourth World.** The First World consists of the industrialized nations of the West, the Second World consists of the communist bloc nations, the Third World consists of the non-aligned nations (often poor and developing), and the Fourth World is the least developed, which are sometimes described as the poorest of the poor.

General **characteristics** of Third World countries are (1) basic economic activity is agricultural, (2) most of the people live in rural areas and are engaged in subsistance production, (3) rapid population growth is generally the rule, (4) government spending is financed with export revenues, (5) much of the population is illiterate, (6) government is controlled by the better educated, upper class, (7) families provide support and security for the aged, (8) there is little chance for acquisition of financial assets, and (9) traditional societies tend to break down with development. In general, the Third World is the southern half of the world--the lower income half. The "have not" nations of Southeast Asia, Africa and Latin America. In 1980 the Independent Commission on International Development Issues published "North-South, A Program for Survival" in which it was concluded that North-South relations are the "great social challenge of our time. Peace, stability and human justice around the globe depend on how well nations cooperate to help people in all lands share in the earth's resources and wealth."

The Fourth World is a separate category of Third World nations. The Fourth World is approximately 45 countries with yearly output per person of less than $300. The division between the Third and Fourth Worlds is called the West-East split. Most of the nations in Southwest Asia, Africa and India are considered Fourth World.

The population of the Third World--70 percent of the world's total--account for less than 15 percent of the world's economic production. Eighty percent of the world's trade and investment, over 90 percent of the world's industry and almost 100 percent of the world's research are controlled by the industrialized nations. Third World nations have formed a federation to further their position. Although the less-developed countries (LDCs) are presently in a weak position, they are potentially powerful.

Skill: 1.07
Theme: Change

TOPIC: DEVELOPMENT

Lesson I: Levels of Development

Objective: At the conclusion of today's lesson, students will:

1. define development.
2. list factors involved in determining level of development.
3. discuss levels of development in world.

Beginning the lesson: How do you think people in an Indian village live? How do you think people in Hollywood live? These groups of people live in countries that are very different in terms of development.

Procedure: Lecture/Discussion

- I. What is development?
  - A. Definition
  - B. Different views development
- II. How is level of development determined?
  - A. Standard of living
  - B. Use of modern technology
  - C. Shift from agriculture to industry
  - D. Level of productivity
- III. What are the levels of development in the world?
  - A. First World
  - B. Second World
  - C. Third World
  - D. Fourth World

Guided Activity: Complete the Who's Who Chart.

Ending the lesson: Review main points of lesson.
What is development?
What are factors used to determine level of development?
What are the levels of development in the world today?

Independent Activity: List the different countries mentioned on the first page of a newspaper. Using the Worldwide Who's Who list of nations, identify the nations as First, Second, Third and Fourth World.

Resources: Who's Who chart
Worldwide Who's Who

WHO'S WHO CHART

Level of Development	Definition of Term	Example
First World		
Second World		
Third World		
Fourth World		

WORLDWIDE WHO'S WHO

FIRST WORLD

Australia
Austria
Belgium
Canada
Denmark
Finland
France
Iceland
Ireland
Italy
Japan
Luxembourg
Netherlands
New Zealand
Norway
Portugal
South Africa
Sweden
Switzerland
United Kingdom
United States
West Germany

SECOND WORLD

Albania
Bulgaria
Cambodia
China
Cuba
Czechoslovakia
East Germany
Hungary
Mongolia
North Korea
North Vietnam
Poland
Romania
South Vietnam
U.S.S.R.

THIRD WORLD

Algeria
Argentina
Bahrain
Barbados
Bolivia
Botswana
Brazil
Cameroon
Chile
Columbia
Congo
Costa Rica
Cyprus
Dominican Republic
Ecuador
Egypt
El Salvador
Equatorial Guinea
Fiji
Gabon
Ghana
Greece
Guatemala
Guinea-Bissau
Guyana
Honduras
Indonesia
Iran
Iraq
Israel
Ivory Coast
Jamaica
Jordan
Kuwait
Lebanon
Liberia
Libya
Malaysia
Malta
Mauritius
Mexico
Morocco
Mozambique
Nicaragua
Nigeria
Oman
Panama
Papua New Guinea
Paraguay
Peru
Philippines
Qatar
Rhodesia
Saudi Arabia
Senegal
Singapore
South Korea
Spain
Swaziland
Syria
Taiwan
Thailand
Trinidad and Tobago
Tunisia
Turkey
United Arab Emirates
Uruguay
Venezuela
Yugoslavia
Zambia

FOURTH WORLD

Afghanistan
Bangladesh
Bhutan
Burma
Burundi
Cen. African Rep.
Chad
Dahomey
Ethiopia
Gambia
Guinea
Haiti
India
Kenya
Laos
Lesotho
Malagasy Rep.
Malawi
Mali
Mauritania
Nepal
Niger
Pakistan
Rwanda
Sierra Leone
Somalia
Sri Lanka
Sudan
Tanzania
Togo
Uganda
Upper Volta
Western Somoa
Yemen Arab
Yemen, Peoples
Zaire

With the exception of a few mini-states, the chart above shows where nations stand in the world hierarchy.

First World--Pop. 662 million, GNP $3,720

Second World--Pop. 1.2 million, GNP $1,049

Third World--Pop. 903 million, GNP $784

Fourth World--Pop. 942 million, GNP $142

(The population and GNP figures are 1974 estimates. The Who's Who information is from 1975.)

Skill: 1.03
Theme: Diversity

TOPIC: DEVELOPMENT
Lesson II: Measures of Development
Objective: At the conclusion of today's lesson, students will:

1. define the term gross national product per capita;
2. define the term national income per capita; and
3. discuss GNP and NI in terms of development.

Beginning the lesson: How do we know when something has "developed"? What do we use for measurement?
Procedure: Lecture/Discussion

I. What is gross national product per capita?
  A. Definition (GNP)
  B. Examples (handout)
II. What is national income per capita?
  A. Definition (NI)
  B. Examples
III. Why are terms important to understanding development?
  A. Separates "haves" from "have-nots"
  B. Determines life possibilities

Guided Activity: Hand out "Aspects of the Development Gap".
Ending the lesson: Review main points of lesson.
What is GNP?
What is NI?
Why are these terms important in measuring development?
How do GNP and NI affect the quality of life in a nation?
Independent Activity: None
Resources: Aspects of The Development Gap

ASPECTS OF THE DEVELOPMENT GAP

	Richest fifth of world's population	Poorest fifth of world's population
GNP per capita	$7,718	$163
Government education expenditures per capita	$ 429	$ 4
Teachers per 1000 children	38	12
Adult literacy (per cent)	97%	37%
Government health expenditures per capita	$ 327	$ 2
Physicians per 10,000 people	20	2
Life expectancy (years)	72	50
Infant deaths per 100 births	2	14
Population with safe water (per cent)	95%	31%

Source: World Military and Social Expenditures, 1981.
Ruth Lager Stuard

Complete the following:

(1) What is the difference in GNP between the richest and the poorest nation?________________________

(2) What is the life expectancy difference between rich and poor nations?________________________

(3) Explain: "Being poor may be hazardous to your health."

Skill: 1.03
Theme: Diversity

TOPIC: DEVELOPMENT
Lesson III: Less-Developed Countries
Objective: At the conclusion of today's lesson, students will:

1. define less-developed countries (LDCs).
2. discuss the general characteristics of less-developed countries.

Beginning the lesson: Hold up the Worldwide Who's Who chart and ask students which category has the most nations in it. Today, we will discuss these countries in greater detail.

Procedure: Lecture/Discussion/Map Skills

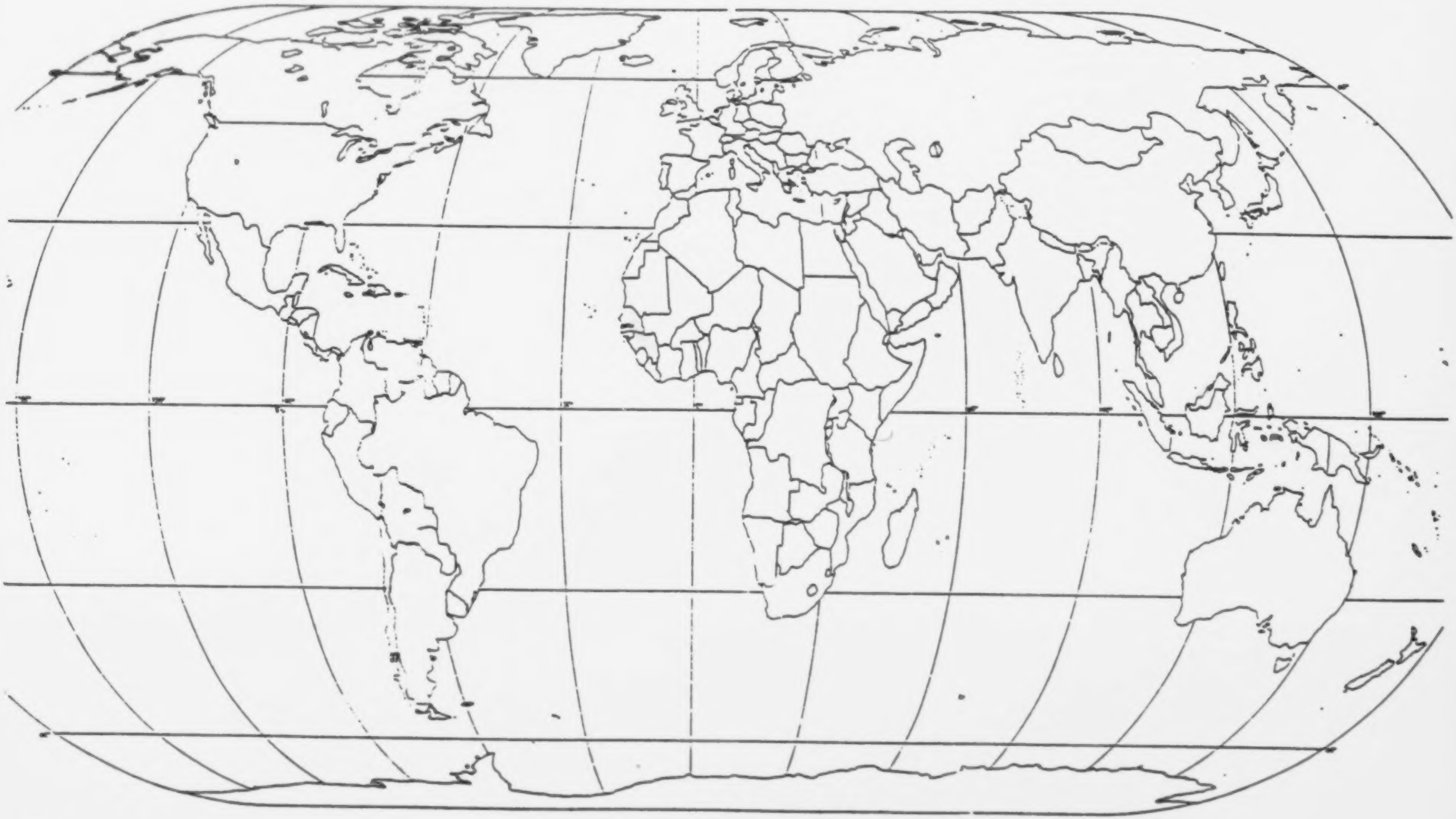
I. What are LDCs?
  A. Definition
  B. Examples
II. What are general characteristics of LDCs?
  A. Agriculture basic economic activity
  B. Rural population with subsistance production
  C. Government spending financed by export revenues
  D. Much of population is illiterate
  E. Government controlled by better educated, upper class
  F. Security for aged provided by families
  G. Little chance of financial acquisition
  H. Traditional societies tend to break down with development

Guided Activity: Have students color in Third World countries on a world map; Green = South and Central America, Blue = Africa and Red = Asia. Save map for tomorrow's lesson. List the eight general characteristics of less-developed nations.

Ending the lesson: Review main points of lesson.
What are LDCs?
What are the general characteristics of LDCs?

Independent Activity: Hand out The 65 Lowest Income Countries and have students list them in order.

Resources: World map
The 65 Lowest Income Countries



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THE 65 LOWEST INCOME COUNTRIES:

Rank	Country	Population
	Africa and Middle East	
45	Angola	7,260,000
55	Benin	3,640,000
51	Burundi	4,350,000
47	Cameroon	8,650,000
6	Cape Verde	330,000
33	Central African Rep.	2,350,000
5	Chad	4,550,000
4	Comoros	370,000
64	Congo	1,580,000
3	Djibouti	330,000
9	Egypt	43,470,000
26	Equatorial Guinea	370,000
46	Ethiopia	32,160,000
31	Ghana	12,060,000
30	Guinea	5,150,000
22	Guinea-Bissau	580,000
16	Kenya	17,150,000
27	Lebanon	2,690,000
2	Lesotho	1,370,000
15	Liberia	2,040,000
53	Madagascar	8,960,000
32	Malawi	6,120,000
18	Mali	7,160,000

14	Mauritania	1,680,000
59	Mauritius	940,000
37	Morocco	20,650,000
20	Mozambique	10,760,000
11	Niger	5,480,000
35	Rwanda	5,110,000
34	Senegal	5,810,000
38	Sierra Leone	3,570,000
1	Somalia	4,900,000
49	Sudan	18,900,000
7	Swaziland	570,000
13	Tanzania	18,510,000
54	Togo	2,710,000
56	Tunisia	6,510,000
43	Uganda	13,620,000
41	Upper Volta	7,090,000
10	North Yemen	5,940,000
57	South Yemen	2,030,000
52	Zaire	26,380,000
58	Zambia	5,960,000
	TOTAL AFRICA and MIDDLE EAST	**356,970,000**
Asia		
23	Afghanistan	16,360,000
28	Bangladesh	89,660,000
44	India	688,810,000
63	Indonesia	150,520,000

50	Kampuchea	6,830,000
17	Laos	3,810,000
62	Pakistan	84,580,000
48	Philippines	49,530,000
21	Sri Lanka	14,990,000
25	Vietnam	54,970,000
	TOTAL ASIA	**1,160,060,000**

Latin America

24	Bolivia	5,920,000
42	Columbia	27,090,000
36	Costa Rica	2,270,000
61	Dominican Republic	5,430,000
39	Ecuador	8,640,000
12	El Salvador	4,940,000
40	Guatemala	7,480,000
8	Haiti	5,100,000
19	Honduras	3,820,000
29	Jamaica	2,220,000
65	Nicaragua	2,820,000
60	Peru	18,280,000
	TOTAL LATIN AMERICA	**94,010,000**

TOTAL ESTIMATED POPULATION THESE 65 COUNTRIES

1,611,040,000

(Source: U.S. Department of Agriculture, Sept. 1982.

RESOURCE LIST

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GLOBAL ENVIRONMENT

The concept of **global interdependence** is well-illustrated when the environment is considered. When we view pictures of the earth from outer space, the fragility of the earth becomes obvious. Buckminister Fuller's concept of Spaceship Earth, where we are all "passengers" on a tiny craft in space, reminds us that we are a **closed system** and each must depend on the other for success. The **air**, the **land** and the **water** are our **global resources**; those resources are essential for life on our planet.

It is of great importance that we understand the **hydrologic cycle** in order to understand the way in which the water on the planet is easily polluted. This cycle is the recycling process in which water from lakes, streams and rivers connect and eventually flow into the oceans. Underground water also finds a way to empty into the oceans. The heat from the sun causes the water to evaporate. This water vapor rises into the atmosphere until the amount of moisture reaches a point that the atmosphere cannot hold it. This moisture returns to the earth in the form of precipitation. Plants are also involved in the cycle by a process called transpiration. The problem with pollutants is that they are "spread" throughout the world by the hydolrogic cycle. Of the water on the earth, about one percent of the total is fresh water available for human use.

Water pollution is a source of great concern. Pollution from garbage, oil and nuclear waste pose a great threat to the global water supply. **Thermal** pollution causes the temperature of lakes to rise, causing oxygen to escape into the atmosphere thus upsetting the balance of oxygen and carbon dioxide in the water--as a result, fish die and spawning patterns are disrupted.

Toxic wastes from poisonous chemicals and **nuclear wastes** from the production of energy, paints, plastics and pesticides have piled up to crisis proportions in industrialized nations. For years toxic wastes were disposed of carelessly, poured into sewers, streams and rivers. As concern has risen over the disposal of toxic wastes--some industrialized nations are dumping their toxic wastes in Third World countries, most of which lack environmental safeguards.

A limited amount of land is suitable for human use. Much of the land area on the planet is covered by ice and snow or deserts making the area uninhabitable. As the population increases, scarcity of space becomes a major problem, and along with increased population, the waste and misuse of the land creates even greater problems for the environment. Globally, the land shows signs of great pollution.

Deforestation, the destruction of the forest, allows water to run off the land rather than seeping into the ground. This leads to soil erosion which causes the loss of valuable top soil, reduced water tables, heavy sediment in streams and flooding rivers. Another misuse of the land, overgrazing, is resulting in desert-like conditions.

Serious problems result from **air pollution.** Pollutants can destroy the **ozone**--an outer atmosphere layer which protects the earth from harmful ultraviolet rays in sunlight. Pollutants may affect climate patterns by changing the chemical composition and temperature of the atmosphere.

Each year the burning of coal, oil and other fossil fuels releases more than 130 million tons of sulfur dioxide pollution into the atmosphere. Nitrogen oxides are also emitted with the burning of industrial fuels. When sulfur dioxide and nitrogen oxide combine with moisture in the atmosphere, they produce sulfuric acid and nitric acid. These form raindrops and snowflakes and fall to earth as **acid rain.** Acid rain kills life in lakes, corrodes metal and stone and causes billions of dollars worth of damage to buildings each year. Scientists also believe that it has been responsible for the deaths of fish in lakes in Sweden and Norway.

The **Greenhouse Effect** also is a great threat to our environment. Larger amounts of carbon dioxide in the atmosphere create a greenhouse effect which allows sunlight to reach the earth but blocks the escape of heat radiating off the earth's surface. The result is an increase in the temperature of the earth's atmosphere. This could have a significant effect on global environment in terms of the melting of the polar ice caps and now fertile regions becoming arid. Thermal air pollution is also increasing atmospheric termperature.

Radioactive pollution is a danger to humans. It is thought to cause cancer as well as trigger mutations in organisms. Mutations in short lived organisms can transform an entire species in a short time with unpredictable effects on the environment. The radioactive pollution from above ground nuclear blasts is carried by winds and falls on grazing land and enters the food chain when the grass is eaten by cows.

The fragile ozone layer which blocks out ultraviolet rays is also in danger from pollution. Fluorocarbons rise in the atmosphere and destroy the ozone layer, exposing humans, plants and animals to deadly ultraviolet rays.

The use of **pesticides** has created widespread hazards. Many pesticides are unsafe because they are non-biodegradable and may remain in the environment as pollutants for a long time. In many cases, the long-term effects of continued use of pesticides is unknown. Concern for the global environment means that as long as pollution exists anywhere, there is a good chance that the land, air and water of everybody, everywhere will eventually share that pollution. We are all "riders" on the Spaceship Earth.

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT
Lesson I: Sharing the Earth
Objective: At the conclusion of today's lesson, students will:
1. define global environment; and
2. define environmental interdependence.

Beginning the lesson: Pretend you are out in space standing on the moon looking back toward earth. What would you see? This is what Frank Borman saw:

> The view of the earth from the moon fascinated me--a small disk, 240,000 miles away. It was hard to think that that little thing held so many problems, so many frustrations. Raging nationalistic interests, famines, wars, pestilence don't show from that distance. I'm convinced that some wayward stranger in a space-craft, coming from some other part of the heavens, could look at earth and never know that it was inhabited at all. But the same wayward stranger would certainly know instinctively that if the earth were inhabited, then the destinies of all who lived on it must inevitably be interwoven and joined. We are one hunk of ground, water, air, clouds, floating around in space. From out there it really is "one world."
>
> Astronaut Frank Borman
> Apollo 8 (late 1960s)

Procedure: Lecture/Discussion/Demonstration*

I. What constitutes our global environment?
   A. Land (30 percent)
   B. Water (70 percent)
   C. Air (extends 1000 miles above surface)
II. What do we mean by environment interdependence?
   A. Fuller's concept of Spaceship Earth
   B. All living beings mutually dependent

*Teacher may want to demonstrate "Global Apple"--See TOPIC: HUNGER, Lesson IV.

Guided Activity: Assume that you are a passenger on Buckminister Fuller's Spaceship Earth. Explain in one paragraph the importance of recognizing that all living beings are mutually dependent. Write major concepts in learning log.

Ending the lesson: Review main points of lesson.
What constitutes our global environment?
What do we mean by environmental interdependence?

Independent Activity: None

Resources: Learning log

LEARNING LOG

TOPIC:

DATE:

MAIN IDEA OR CONCEPT:

APPLICATION OR COMMENTS:

BASIC POINTS:

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT
Lesson II: Sharing the Earth's Water
Objective: At the conclusion of today's lesson, students will:

1. draw, label, explain the hydrologic cycle; and
2. discuss the amount of water that is available for human consumption.

Beginning the lesson: Yesterday we discovered about 75 percent of the earth is covered by water. How much of that water is available for human consumption? Today we will see how the earth's water system operates and what that means to us.

Procedure: Lecture/Discussion/Diagram

- I. What is the earth's hydrologic cycle? (for purpose of arrows, see diagram)
  - A. Define term hydrologic cycle
  - B. Water from lakes ---> oceans
  - C. Underground water ---> oceans
  - D. Heat from sun causes evaporation
  - E. Water vapor ---> atmosphere
  - F. Atmosphere saturated with moisture
  - G. Moisture ---> earth in form of precipitation

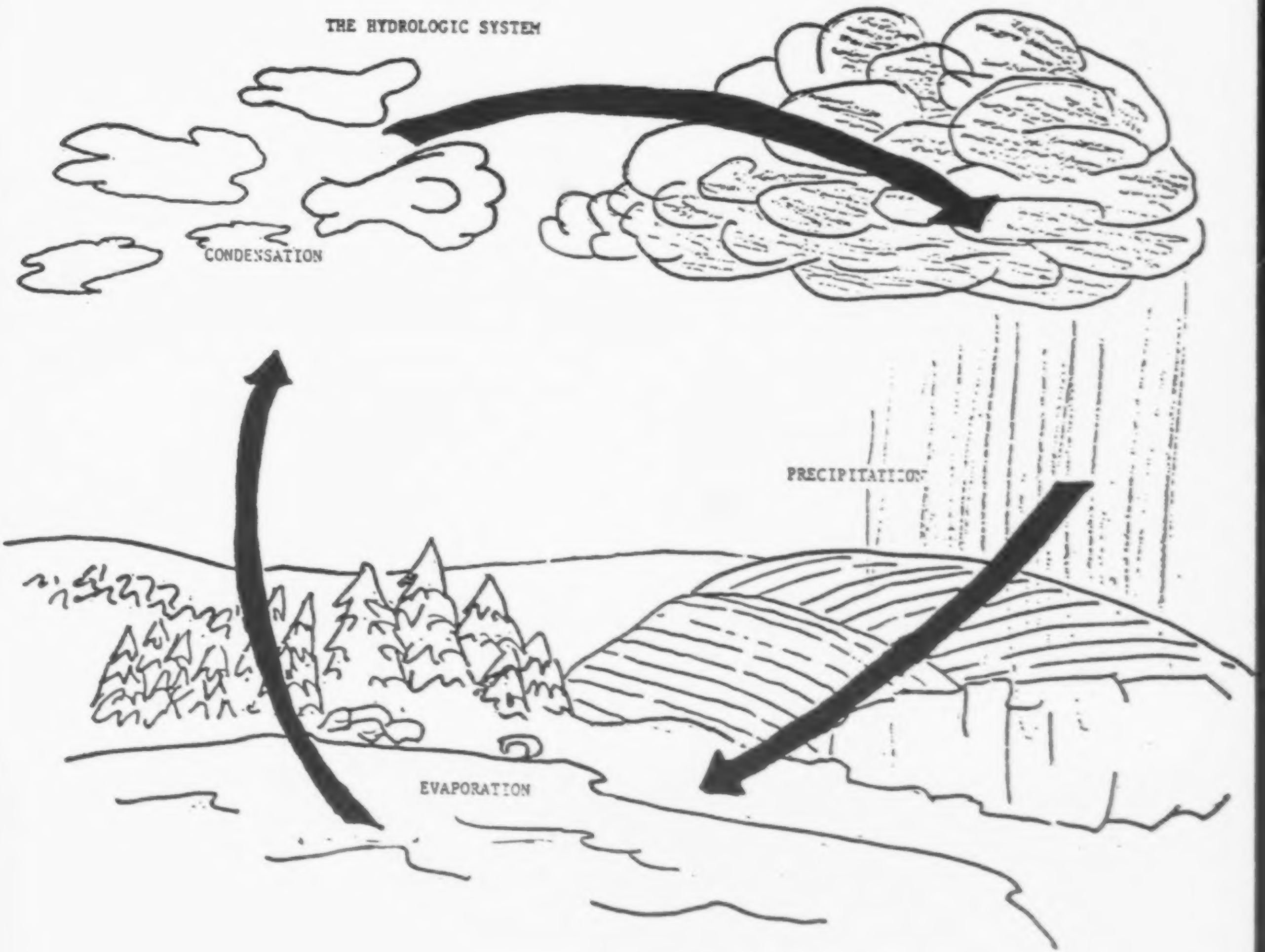
    CYCLE REPEATS
- II. What amount of this water is available for human use?
  - A. Two to three percent is fresh water
    1. three-fourths is frozen at the poles
    2. some is in ground water
    3. about one percent of earth's water available for human use in springs, lakes and rivers
  - B. 97 percent of earth's water is salt water

Guided Activity: Give students a copy of hydrologic cycle. Ask them to label the process. In one paragraph explain what we mean by "Sharing the Earth's Water." Put information in learning log.

Ending the lesson: Review main points of lesson.
What is the hydrologic cycle?
What are the steps in the cycle?
How much of the earth's water is salt water?
How much of the earth's water is available for human consumption?

Independent Activity: None

Resources: Hydrologic cycle diagram
Learning log


THE HYDROLOGIC SYSTEM
CONDENSATION
PRECIPITATION
EVAPORATION

LEARNING LOG

TOPIC: DATE:

MAIN IDEA OR CONCEPT: APPLICATION OR COMMENTS:

BASIC POINTS:

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT
Lesson III: Sharing the Earth's Land
Objective: At the conclusion of today's lesson, students will:

1. identify land areas that are usable/unusable by humans; and
2. discuss population density/sparcity.

Beginning the lesson: How many people live on the earth? How much of the land is habitable? Do about the same number of people live in all areas?

Procedure: Lecture/Discussion/Map skills

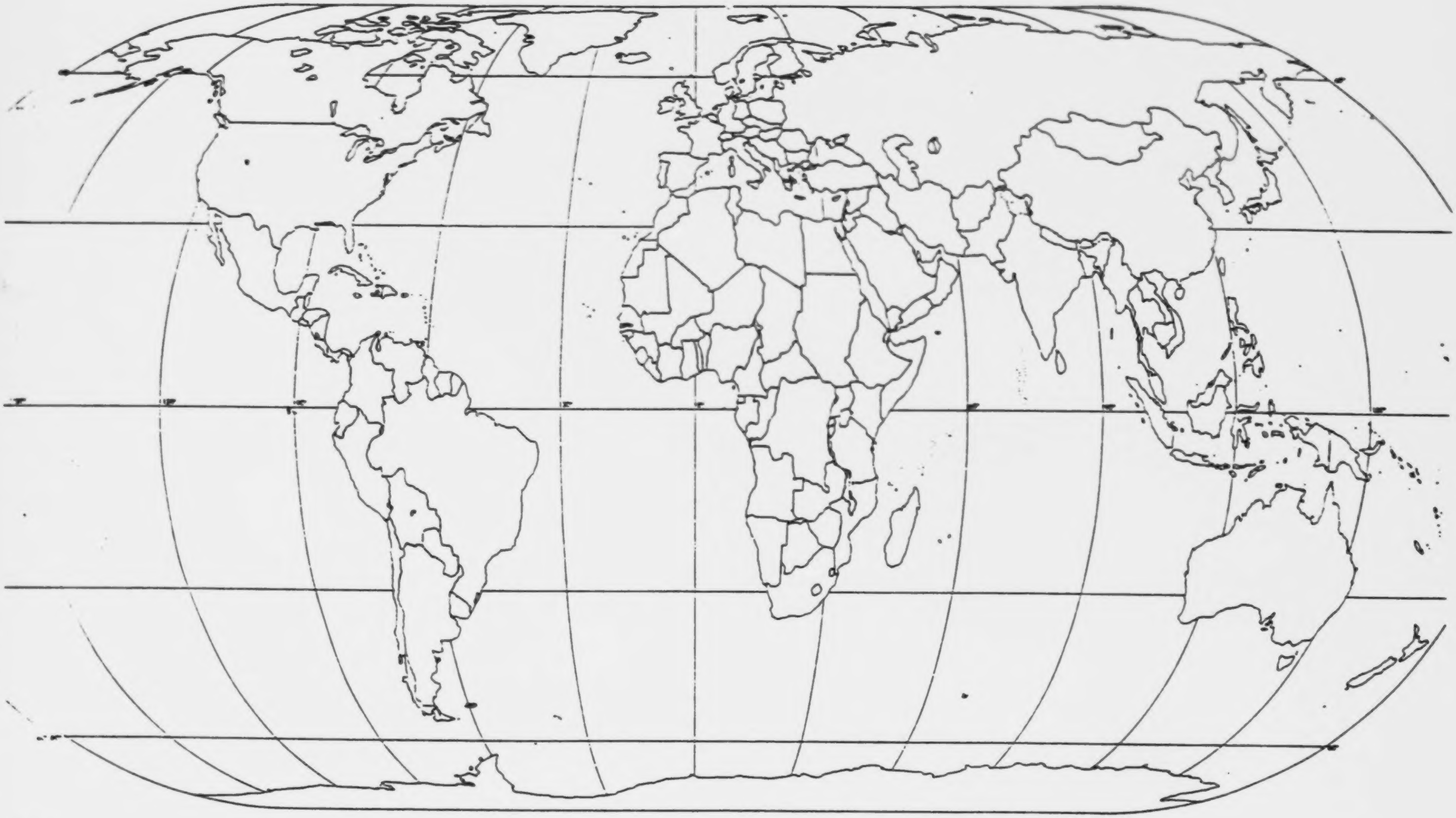
- I. About 30 percent of the earth is composed of land, how much of that land is usable?
  - A. Amount usable
  - B. Amount not usable
- II. Why is some land not usable?
  - A. Too cold
  - B. Too hot
  - C. No water
- III. How is the population of the earth divided?
  - A. Rural areas
  - B. Cities
  - C. Continents

Guided Activity: On a world map, identify areas where humans are unable to live. Identify areas of greatest population density. Complete learning log.

Ending the lesson: Review main points of lesson.
Where are land areas located that are unusable by human beings?
Why is the land not usable?
Where do most people live?

Independent Activity: None

Resources: World map
Learning log



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TOPIC: DATE:

MAIN IDEA OR CONCEPT: APPLICATION OR COMMENTS:

BASIC POINTS:

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT
Lesson IV: Global Pollution
Objective: At the conclusion of today's lesson, students will:
1. define pollution and give examples.
2. discuss effects of pollution on environment.
3. discuss pollution as a global problem.

Beginning the lesson: Show pictures of cities that have pollution problems--trash, garbage, smog, etc. What is shown in these pictures?
Procedure: Lecture/Discussion
- I. What is pollution?
  - A. Definition
  - B. Examples
- II. What are the effects of pollution on the environment?
  - A. Illness
  - B. Death
  - C. Destruction of the environment
- III. Where does pollution occur?
  - A. In all countries
  - B. By all people

Guided Activity: Take a short walking tour of the campus. Identify pollution of environment. What are the effects? Use learning log to complete information.
Ending the lesson: Review main points of lesson.
What is pollution? Give examples.
What examples did we find in school yard?
What are effects of pollution?
Whose problem is pollution?
Independent Activity: Identify community pollution. Bring list to class.
Resources: Learning log

LEARNING LOG

TOPIC:

DATE:

MAIN IDEA OR CONCEPT:

APPLICATION OR COMMENTS:

BASIC POINTS:

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT

Lesson V: Global Pollution--Air

Objective: At the conclusion of today's lesson, students will:

1. define air pollution;
2. discuss types of air pollution; and
3. discuss effects of air pollution.

Beginning the lesson: In some cities, children are sent to school on some days with warnings not to exercise too vigorously. Ask students "Why?" Guide responses toward idea of air pollution. Work out a definition for air pollution.

Procedure: Lecture/Discussion/Planning/Speaking skills

I. What is air pollution?
    A. Definition
    B. Examples
II. What are the types of air pollution?
    A. Greenhouse effect
    B. Acid rain
    C. Ozone destruction
    D. Thermal
    E. Radioactive
III. What are the effects of air pollution?
    A. Short-term physical discomfort
    B. Long-term health effects
    C. Destruction of plant and animal life
    D. Damage to buildings and structures

Guided Activity: Put students into pairs. Ask them to write a short radio spot to tell the community about air pollution and its effects. Share with larger group.

Ending the lesson: Review main points of lesson.
What is air pollution?
What are some of its effects?
What are the major types of air pollution?

Independent Activity: Look for articles in newspapers and journals. Complete learning log.

Resources: Learning log

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT
Lesson VI: Earth, An Endangered Species
Objective: At the conclusion of today's lesson, students will:

1. define greenhouse effect;
2. discuss causes of the greenhouse effect; and
3. discuss the global consequences of the greenhouse effect.

Beginning the lesson: Display a glass bowl, a flashlight and a candle. Place the glass bowl with the candle under it and let the smoke rise to the top of the bowl while explaining that the smoke is carbon dioxide. Then shine the flashlight through the bowl and explain that this is the sun that heats the ground. Emphasize that the heat is not allowed to escape because of the smoke.
Procedure: Lecture/Discussion/Planning/Speaking skills

- I. What do we mean by greenhouse effect?
  - A. Definition
  - B. Brief history
- II. What causes the greenhouse effect?
  - A. Burning of coal--carbon dioxide into the atmoshpere
  - B. Destruction of forests through raised level of CO_2
  - C. Increase in temperature
- III. What does this mean to global environment?
  - A. Increase in temperature
  - B. Result of increased temperature on living things and environment

Guided Activity: Write a short speech for the Rotary Club to explain the greenhouse effect to citizens of the community. Share speech.
Ending the lesson: Review main points of lesson.
What is the greenhouse effect?
What causes the greenhouse effect?
What does the greenhouse effect mean to the global environment?
Independent Activity: None
Resources: Glass bowl
Flashlight
Candle and matches

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT

Lesson VII: Global Pollution--Thermal

Objective: At the conclusion of today's lesson, students will:

1. define thermal pollution; and
2. discuss the cause and effect of thermal air pollution.

Beginning the lesson: Show pictures of large industries with smoke coming out into the air and have students express their feelings and ideas about the pictures.

Procedure: Lecture/Discussion

- I. What is thermal pollution?
  - A. Oil/coal burned to generate ---> heat ---> to produce steam ---> to produce electricity
  - B. Result of process = 30 percent efficiency; 70 percent escapes into atmosphere
- II. What is the effect of thermal air pollution?
  - A. Raises earth's atmospheric temperature
  - B. Direct effect on atmosphere

Guided Activity: Write a paragraph to show how thermal pollution is like the greenhouse effect.

Ending the lesson: Review main points of lesson.
What is thermal pollution?
What are the causes?
What is the effect on the global environment?

Independent Activity: Write a paragraph explaining how the greenhouse effect and thermal pollution are different.

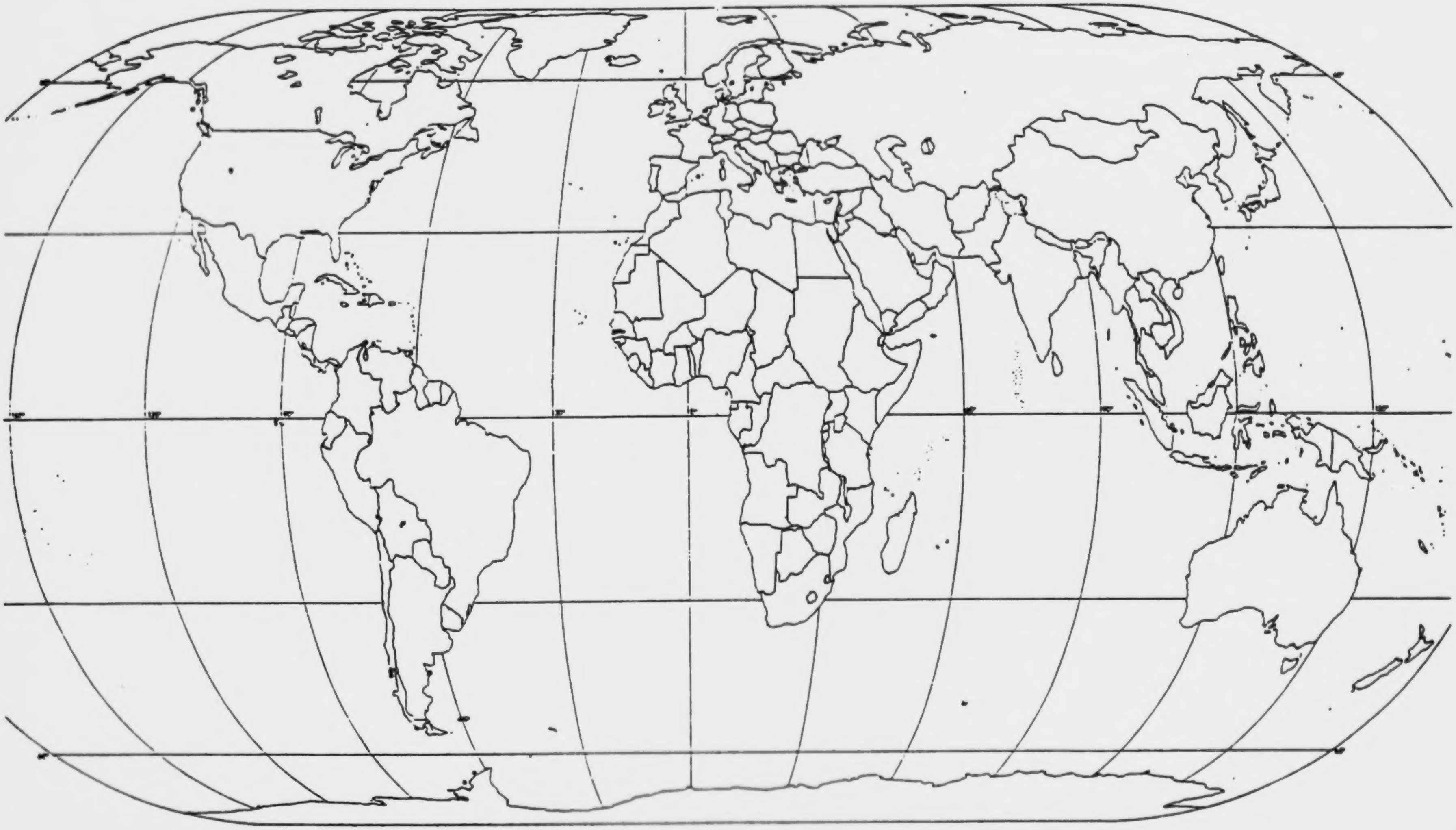
Resources: Pictures

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT
Lesson VIII: Air Pollution--Acid Rain
Objective: At the conclusion of today's lesson, students will:
1. define acid rain;
2. discuss sources of acid rain; and
3. explain the effects of acid rain on the earth.

Beginning the lesson: Display a map that shows countries that are acid rain makers.
Procedure: Lecture/Discussion
- I. What is acid rain and what are its sources?
  - A. Definition
  - B. Sources
- II. How is acid rain transported?
  - A. Air currents
  - B. Around the world
- III. How does it effect forests?
  - A. Illness
  - B. Death
- IV. Where is acid rain a problem?
  - A. Worldwide
  - B. Particularly forests in Germany, lakes in Scandinavian countries

Guided Activity: On a world map color in the areas of greatest acid rain damage.
Ending the lesson: Review main points of lesson.
What is acid rain?
What are the sources of acid rain?
How is it transported?
What is the effect of acid rain on forests?
Where is acid rain a problem?
Independent Activity: Complete learning log
Resources: World map
Learning log



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LEARNING LOG

TOPIC:

DATE:

MAIN IDEA OR CONCEPT:

APPLICATION OR COMMENTS:

BASIC POINTS:

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT
Lesson IX: Types of Land Pollution
Objective: At the conclusion of today's lesson, students will:
1. define land pollution;
2. name some effects of land pollution; and
3. discuss some types of land pollution.

Beginning the lesson: Ask students what happens when the wind comes blowing across the fields after spring planting. Get someone to put a name to this (erosion). Point out that this is a type of land pollution. Based on previous lesson's definition of air pollution, guide students to develop definition of land pollution.

Procedure: Lecture/Discussion
I. What is land pollution?
  A. Definition
  B. Example
II. What are types of land pollution?
  A. Erosion
  B. Over-grazing
  C. Deforestation
  D. Increase in salinity and alkalinity (irrigation)
  E. Pesticide and herbicide abuse
  F. Monoculture
  G. Urbanization
III. What are effects of land pollution?
  A. Environmental
  B. Economic
  C. Political
  D. Social

Guided Activity: Pair students. Have them tell each other the types of land pollution. Circulate and listen to their answers.

Ending the lesson: Review main points of lesson.
What is land pollution?
What are some examples of land pollution?
What could result from land pollution?

Independent Activity: Have students interview local farmers to find out what measures they use to prevent land pollution and/or reduce its effects.

Resources: None

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL ENVIRONMENT

Lesson X: Types of Water Pollution

Objective: At the conclusion of today's lesson, students will:

1. define water pollution;
2. discuss types of water pollution; and
3. tell some effects of water pollution.

Beginning the lesson: Hold up a picture of a lake with dead fish floating on top. Ask students what type of pollution they think we are going to discuss today. Ask how they would define water pollution. After arriving at a good definition, begin discussion.

Procedure: Lecture/Discussion

I. What is water pollution?
  A. Definition
  B. Example
II. What are types of water pollution?
  A. Waste
  B. Oil
  C. Agriculture
  D. Nuclear waste
  E. Thermal
III. What are effects of water pollution?
  A. Lack of fresh water
  B. Loss of potential food supply
  C. Extinction of plant and animal species
  D. Loss of recreational facilities

Guided Activity: Teacher-made quiz (five true/false)

Ending the lesson: Review main points of lesson.
What is water pollution?
What are types of water pollution?
What are some effects of water pollution?

Independent Activity: Choose one:
Bring in pictures of water pollution.
Find out what kind of sewage treatment the community has. Is it adequate? Does it have operational problems?

Resources: Picture of lake with dead fish

Skill: 1.02
Theme: Value

TOPIC: GLOBAL ENVIRONMENT

Lesson XI: Oil Pollution--Can It Be Controlled?

Objective: At the conclusion of today's lesson, students will:

1. identify the effects of oil spills upon the resources of the ocean;
2. discuss some of the complexities involved in preventing further pollution of the oceans; and
3. discuss the importance of reaching an international agreement on protection of the marine environment.

Beginning the lesson: Tell students that today they are all going to be members of an international committee set up to help develop a policy to deal with oil pollution of the oceans.

Procedure: Role Play (based on Role Play from CTIR, Denver, Colorado)

I. Procedure
   A. Divide class into groups of four. Members of each group are:
      U.S. Congressman
      U.N. official
      OPEC agent
      Oil company representative
   B. Distribute copies of Handout "Objectives of Major Players" and review the objectives for each role to be assumed by the students.

II. Task
   A. Students are to decide on a course of action in response to an oil tanker collision and consequent demands by environmental groups and certain members of the U.N. to severely restrict or prohibit the use of supertankers
   B. After deciding on a general policy to be taken which has the support of the group, each member should indicate steps which will be taken individually to carry out the policy
   C. Pass out handout "Fact Sheet;" students will read this before beginning group discussions
   D. Pass out handout "Action Form"
   E. Each group must take into consideration the role objectives of individual members
   F. If conflict develops, they must compromise; some members may not be able to realize all of their objectives
   G. Activity concludes with completion of handout "Action Form"

Ending the lesson: Review main points of lesson.

What are the effects of oil spills on ocean resources?

What are some of the complexities involved in preventing pollution?

Why is it important to reach international agreements to protect the marine environment?

What happened in your group in terms of arriving at a conclusion?

What types of compromises did you have to make?

Independent Activity: None

Resources: "Fact Sheet"

"Objectives of Major Players" sheet

"Actions Form" sheet

FACT SHEET

In the early morning of April 6, 1985, the supertanker Pride of the Sea made its way slowly through the thick fog of the English Channel. It was carrying 250,000 tons of crude oil from the vast oil fields of Iraq, one of the countries that makes up the oil cartel known as the Organization of Petroleum Exporting Countries (OPEC).

As the tanker neared the English port of Portsmouth, an unnatural event took place. The technologically "perfect" navigation system of the ship failed and a collision occured with another supertanker, American Seaman, which was delivering 200,000 tons of oil from the North Sea oil fields. Both tankers were American owned but registered in Liberia, where inspection procedures are less rigorous than in other countries.

As strong winds tossed the two ships around, millions of gallons of oil spread across the water. By the end of the week, 20 species of dead fish were found along the English coast. Vast beds of seaweed, used to make pharmaceuticals and fertilizer, were destroyed. Thousands of oil-tarred birds were dead. Scientists who inspected the scene predicted that the fishing and seaweed industries had been virtually destroyed and would not recover for five to ten years.

Three smaller spills have occured in the same region during the past few months. It has touched off a wave of outrage in environmental groups around the world. The World Environmental Council announced plans to hold rallies and demonstrations demanding the prohibition of supertankers. The council's president, Robert Leger, has warned that "we are reaching the danger point where our oceans will soon be turned into worthless graveyards of civilization itself." An emergency session of the United Nations has been called to propose measures that will prevent further pollution of the ocean from oil spills.

OBJECTIVES OF MAJOR PLAYERS

U.S. congressional representative

--To get reelected
--To preserve our environment
--To ensure an adequate supply of energy at a reasonable cost
--To preserve the integrity of our commitment to Israel

OPEC agent

--To maintain unity within OPEC
--To use oil as a weapon to prevent further military strengthening of Israel by the United States
--To maintain and/or increase profits
--To increase the political influence and stature of the OPEC nations

Oil company representative

--To maximize profits for the shareholders
--To ensure an adequate supply of petroleum for market needs without reducing domestic reserves
--To maintain the company's political influence with the government and prevent the passage of unfavorable legislation
--To remain competitive as the primary supplier of energy

United Nations official

--To determine who is responsible for the growing number of spills in the oil shipping industry
--To work within the present structure of the United Nations without alienating individual countries
--To use diplomacy to ensure that the energy needs of individual countries are met without causing further damage to the environment
--To recommend possible solutions to the General Assembly of the United Nations

ACTION FORM

U.S. congressional representative____________________

U.N. official______________________________________

Oil company representative__________________________

OPEC agent____

General Policy:

Action of U.S. congressional representative:

Action of U.N. official:

Action of Oil company representative:

Action of OPEC agent:

Skill: 1.02
Theme: Value

TOPIC: GLOBAL ENVIRONMENT
Lesson XII: Reasons People Don't Stop Pollution
Objective: At the conclusion of today's lesson, students will:

1. discuss social, economic and political costs of pollution.

Beginning the lesson: Read song "Pollution" by Tom Lehrer. Ask students if they think a situation like that would cause people to do everything possible to clear it up. Say: They don't.

Procedure: Lecture/Discussion

- I. What are the reasons for failure to stop pollution?
  - A. Economic
  - B. Social
  - C. Political

Guided Activity: Ask students to list on a sheet of paper five things that they believe are essential to stop pollution. Tell them they only have money for two or parts of four. Have them decide what they are going to do. Share and discuss with group.

Ending the lesson: Review main points of lesson.
What are the economic reasons we do not stop pollution?
What are the social reasons we do not stop pollution?
What are the political reasons we do not stop pollution?

Independent Activity: None
Resources: "Pollution" by Tom Lehrer

POLLUTION

If you visit American city,
You will find it very pretty.
Just two things of which you must beware:
Don't drink the water and don't
breathe the air.

Pollution, pollution,
They got smog and sewage and mud,
Turn on your tap and get hot and
cold running crud.

See the halibuts and the sturgeons
Being wiped out by detergents.
Fish gotta swim and birds gotta fly,
But they don't last long if they try.

Pollution, pollution,
You can use the latest toothpaste,
And then rinse your mouth
with industrial waste.

Just go out for a breath of air,
And you'll be ready for Medicare.
The city streets are really quite a thrill,
If the hoods don't get you,
the monoxide will.

Pollution, pollution,
Wear a gas mask and a veil.
Then you can breathe as long as
you don't inhale.

Lots of things there that you can drink,
But stay away from the kitchen sink.
Throw out your breakfast garbage,
and I've got a hunch
That the folks downstream
will drink it for lunch.

So go to the city, see the crazy
people there.
Like lambs to the slaughter
They're drinking the water
And breathing (cough!) the air.

From the song "Pollution" from the recording "That Was the Year That Was" by Tom Lehrer.

RESOURCE LIST

Brown, Lester R. The Twenty Ninth Day. New York: W.W. Norton Company, Inc., 1978.

Goldstein, Eleanor and Joseph Newman (Editors). What Citizens Need to Know About World Affairs. Rev. Ed. Washington, D.C.: U.S. News and World Report, Inc., 1983.

Papp, Daniel S. Contemporary International Relations: Frameworks for Understanding. New York: Macmillan, 1984.

GLOBAL MANUFACTURING

There was once a time when it was easy to determine what goods were made where. Because of changes in the manner which manufacturers use and assemble products, more and more we, as consumers, buy global products. A **global product** is a product whose production has been the result of manufacturing operations, not in one country, but in several different countries. Examples of such products include televisions, sewing machines and refrigerators. Regardless of whether the item has a U.S. or foreign brand name, it is very likely that all of these products are global products. Automobiles are another example of global products. An automobile made entirely in one country is almost a thing of the past. Global products have been the result of increased competition. Each group must seek out the least expensive and best raw materials. Assembly of products often takes place where the labor is cheapest. These products, which are the result of manufacturing operations in several different countries, do not fit the traditional classification of imports and exports.

Many of the global products are being produced by large companies that operate on a global scale. A company that operates in a number of different countries is called a **multinational corporation.** In its simplest form a multinational corporation (**MNC**) is a corporation that has its headquarters or center of operations in one country and owns and operates subsidiaries in other countries. A multinational corporation is exactly what its name implies.

MNCs produce a variety of goods and services. Some MNCs, such as Nestle and Fiat, produce consumer-oriented products; others, such as IBM and ITT, deal in high technology and capital goods. Still other MNCs, such as Anaconda or Royal Dutch, deal in raw materials. Most multinational corporations are large and most operate in a number of different product areas. Mobil is in the oil business and the retail business through Montgomery Ward. International Telephone and Telegraph not only manufactures telecommunication equipment but also operates Sheraton Hotels, sells Hartford insurance, supplies Wonder Bread and Twinkies and at one time rented Avis cars.

The integrated nature of many MNCs gives these firms a competitive edge over the smaller, independent companies. The independents often must depend on the major, established companies for supplies of raw materials or for retail outlets. The larger multinational companies control their own supply sources, raw materials and retail networks. They are far less dependent on outside intermediaries and more able to adjust to changes in any stage of their businesses.

Because of the nature of the organization, the MNCs are able to meet market demands by shifting production from one country to another. This is done in order to keep production costs low, to gain better access to markets and to keep transportation time and costs down. Multinational corporations are always aware of changing markets and world situations. They plan carefully before deciding to build facilities or to shift operations. Among the factors considered are wages, availability of skilled labor, political stability of the region or country, transportation system, government restrictions on imports and exports and cultural and linguistic factors.

WORLD'S LARGEST ECONOMIC UNITS, BILLIONS OF DOLLARS*

1.	United States	2,369
2.	Soviet Union	1,393
3.	Japan	1,038
4.	West Germany	821
5.	China	552
6.	France	535
7.	Great Britain	519
8.	Italy	394
9.	Canada	252
10.	Brazil	250
11.	Spain	191
12.	Mexico	170
13.	Poland	165
14.	India	151
15.	Netherlands	144
16.	Agentina	143
17.	East Germany	135
18.	Sweden	122
19.	Australia	120
20.	Belgium	119
21.	Czechoslovakia	118
22.	Romania	117
23.	Saudi Arabia	115
24.	**EXXON**	**103**
25.	Nigeria	93
26.	Switzerland	90
27.	Iran	82
28.	**ROYAL DUTCH SHELL**	**77**
29.	South Africa	70
30.	Indonesia	67
31.	Yugoslavia	66
32.	Denmark	65
33.	Austria	62
34.	Venezuela	60
35.	**MOBIL**	**60**
36.	Turkey	59
37.	**GENERAL MOTORS**	**58**
38.	South Korea	57
39.	Norway	55
40.	Hungary	53
41.	**TEXACO**	**51**
42.	**BRITISH PETROLEUM**	**48**
43.	Greece	42
44.	Algeria	41
45.	**STANDARD OIL OF CALIFORNIA**	**40**
46.	Finland	40
47.	Bulgaria	40
48.	**FORD MOTOR COMPANY**	**37**
49.	Iraq	35
50.	Philippines	35
51.	Thailand	32

52.	Taiwan	32
53.	Colombia	31
54.	United Arab Emirates	30
55.	Pakistan	28
56.	**ENI**	**27**
57.	Kuwait	27
58.	**GULF OIL**	**26**
59.	**IBM**	**26**
60.	**STANDARD OIL**	**26**
61.	**FIAT**	**25**
62.	Libya	25
63.	**GENERAL ELECTRIC**	**25**
64.	**FRANCAISE DES PETROLES**	**24**
65.	**ATLANTIC RICHFIELD**	**24**
66.	**UNILEVER**	**24**
67.	Egypt	23
68.	Portugal	22
69.	Malaysia	22
70.	Chile	20
71.	Israel	20
72.	**SHELL OIL**	**20**
73.	**RENAULT**	**19**
74.	**PETROLEOS DE VENEZUELA**	**19**
75.	**ITT**	**19**
76.	New Zealand	18
77.	**ELF AQUITAINE**	**18**
78.	**PHILIPS**	**18**
79.	**VOLKSWAGEN**	**18**
80.	**CONOCO**	**18**
81.	**SIEMENS**	**18**
82.	Hong Kong	17
83.	**DAIMLER-BENZ**	**17**
84.	Ireland	17
85.	**PEUGEOT**	**17**
86.	Peru	17
87.	**HOECHST**	**16**
88.	Morocco	16
89.	**BAYER**	**16**
90.	**BASF**	**16**
91.	**THYSSEN**	**15**
92.	**PETROBRAS**	**15**
93.	**PEMEX**	**15**
94.	**NESTLE**	**15**
95.	**TOYOTA**	**14**
96.	North Korea	14
97.	**NISSAN**	**14**
98.	**DU PONT**	**14**
99.	**PHILLIPS PETROLEUM**	**13**
100.	**IMPERIAL CHEMICALS**	**13**

* Information from The World Factbook 1982 (Washington: U.S. Government Offfice, 1982) and "The Largest Industrial Companies in the World," Fortune, August 10, 1981, p. 205. (State figures are GNP, corporation figures are total sales.)

LEADING MULTINATIONAL CORPORATIONS, 1980

RANK	COMPANY	COUNTRY	INDUSTRY GROUP
1.	Exxon	U.S.	Oil
2.	Royal Dutch Shell	Dutch-British	Oil
3.	Mobil	U.S.	Oil
4.	General Motors	U.S.	Auto
5.	Texaco	U.S.	Oil
6.	British Petro.	British	Oil
7.	Standard Oil of CA	U.S.	Oil
8.	Ford Motor	U.S.	Auto
9.	ENI	Italian	Oil
10.	Gulf Oil	U.S.	Oil
11.	IBM	U.S.	Electronic
12.	Standard Oil of IN	U.S.	Oil
13.	Fiat	Italian	Auto
14.	General Electric	U.S.	Electrical
15.	Francaise des Petroles	French	Oil
16.	Atlantic Richfield	U.S.	Oil
17.	Unilever	Dutch-British	Consumer
18.	Renault	French	Auto
19.	Pet. de Venuzuela	Venezuelan	Oil
20.	ITT	U.S.	Electronic
21.	Elf Acquitaine	French	Oil
22.	Philips	Dutch	Electronic
23.	Volkswagenwerk	West German	Auto
24.	Conoco	U.S.	Oil
25.	Siemens	West German	Electrical
26.	Daimler-Benz	West German	Auto
27.	Peugeot	French	Auto
28.	Hoechst	West German	Chemical
29.	Bayer	West German	Chemical
30.	BASF	West German	Chemical

Source: The World Almanac and Book of Facts, 1982 edition, copyright Newspaper Enterprise Association, Inc., 1981, New York, N.Y. 10166, pp. 109-110.

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL MANUFACTURING
Lesson I: Global Products
Objective: At the conclusion of today's lesson, students will:

1. explain what a global product is and why this type of product does not easily fit into the traditional classification of goods; and
2. describe several reasons for the development of global production systems.

Beginning the lesson: PUZZLE: A large number of color televisions are assembled at factories in the U.S.; however, virtually all the parts for these TVs come from Japan, Taiwan, South Korea, Mexico and other foreign counties. Are these televisions American-made or should they be classified as imports? (Not considered imports, even if all parts are made abroad.)

Procedure: Lecture/Discussion

- I. What is a global product?
  - A. Definition and examples
  - B. Import or export
- II. Why have global products come into being?
  - A. Increased competition
  - B. Seeking out best and cheapest goods
  - C. Seeking cheapest labor costs

Guided Activity: Read handout "Being Bullish on Buying American" by Art Buchwald. Answer the following:

- (1) Look back at the definition of a global product. Is Mr Baleful selling an "American refrigerator" or "global refrigerator"? Explain.
- (2) List the countries with which Mr. Baleful is dealing.
- (3) Why is Mr. Baleful dealing with all of these countries?
- (4) Do you know anyone like Mr. Baleful? Explain.

Ending the lesson: Review major points of lesson.
What is a global product?
Give examples of global products.
Why have global products been developed?
How do you determine who "owns" the product?

Independent Activity: Read "The American Automobile: It's All or Part Foreign Made" and complete assignment.
Bring in pictures of "global products" for bulletin board.

Resources: "Being Bullish on Buying American"
"The American Automobile: It's All or Part Foreign Made"

BEING BULLISH ON BUYING AMERICAN

"There is only one way the country is going to get on its feet," said Baleful.

"How's that?" I asked, as we drank coffee in his office at the Baleful Refrigerator Company.

"The consumer has to start buying American," he said, slamming his fist down on the desk. "Every time an American buys a foreign refrigerator, it costs one of my people his job. And every time one of my people is out of work, it means he or she can't buy refrigerators."

"It's a vicious circle," I said.

Baleful's secretary came in. "Mr. Thompson, the steel broker is on the phone."

My friend grabbed the receiver. "Thompson, where is that steel shipment from Japan that was supposed to be in last weekend?...I don't care about weather. We're almost out of steel, and I'll have to close down the refrigerator assembly line next week. If you can't deliver when you promise, I'll find myself another broker."

"You get your steel from Japan?" I asked Baleful.

"Even with shipping costs, their price is still lower than steel made in Europe. We used to get all our sheets from Belgium, but the Japanese are now giving them a run for their money."

The buzzer on the phone alerted Baleful. He listened for a few moments and then said, "Excuse me, I have a call from Taiwan. Mark Four? Look, R&D designed a new push-button door handle and we're going to send the specs to you. Tell Mr. Chow if his people send us a sample of one and he can make it for us at the same price as the old handle, we'll give his company the order."

A man came in with a plastic container and said, "Mr. Baleful, you said you wanted to see one of these before we ordered them. They are the containers for the ice maker in the refrigerator."

Baleful inspected it carefully and banged it on the floor a couple of times. "What's the price on it?"

"Hong Kong can deliver it at $2 a tray, and Dong-Fu Plastics in South Korea said they can make it for $1.70."

"It's just a plastic tray. Take the South Korea bid. We'll let Hong Kong supply us with the shelves for the freezer. Any word on the motors?"

"There's a German company in Brazil that just came out with a new motor, and it's passed all our tests, so Johnson has ordered 50,000."

"Call Cleveland Motors and tell them we're sorry, but the price they quoted us was just too high."

"Yes, sir," the man said and departed.

The secretary came in again and said, "Harry telephoned and wanted to let you know the defrosters just arrived from Finland. They're unloading the box cars now."

"Good. Any word on the wooden crates from Singapore?"

"They're at the dock in Hoboken."

"Thank heaven. Cancel the order from Boise Cascade."

"What excuse should I give them?"

"Tell them we made a mistake in our inventory, or we're switching to plastic. I don't care what you tell them."

Baleful turned to me. "Where were we?"

"You were saying that if the consumer doesn't start buying American, this country is going to be in a lot of trouble."

"Right. It's not only his patriotic duty, but his livelihood that's at stake. I'm going to Washington next week to tell the Senate Commerce Committee that if they don't get off the stick, there isn't going to be a domestic refrigerator left in this country. We're not going to stay in business for our health."

"Pour it to them," I urged him.

Baleful said, "Come out with me into the showroom."

I followed him. He went to his latest model, and opened the door. "This is an American refrigerator made by the American worker, for the American consumer. What do you have to say to that?"

"It's beautiful," I said. "It puts foreign imports to shame."

Art Buchwald

THE AMERICAN AUTOMOBILE: IT'S ALL OR PART FOREIGN MADE

DETROIT--The American car is becoming increasingly hard to find--and the imported version increasingly hard to spot.

Consider the Chevrolet, in its various models. Buyers of a **Chevrolet Celebrity** basically have a domestic car, although Chevrolet executives say that virtually all cars assembled in this country have some imported parts.

But anyone who has a **Chevrolet Sprint** or **Spectrum** in the driveway has a Japanese automobile. It was made either by the Suzuki Motor Company or Isuzu Motors Ltd. and imported by the General Motors Corporation to compensate for G.M.'s inability to make small cars as efficiently as the Japanese.

And the new **Chevrolet Novas** are, in fact, thinly disguised Toyota Corollas, put together largely from imported parts at a factory co-owned and wholly managed by executives of the Toyota Motor Corporation.

Not that long ago, there were only two sorts of cars: American-made and imports. But a combination of Japanese economic achievement and American political pressures has blurred that simple breakdown and produced a stew of confusing classifications.

Some cars are manufactured abroad, but sold here under Detroit's marquees. Other vehicles bear names like Honda and Nissan, but are assembled in the United States, largely from imported components. The direct imports--the cars manufactured in Toyota City, Japan, and sold here as fast as they leave the docks--are all too obvious. But less noticeable, foreign-made parts are increasingly finding their way into familiar Detroit models.

Ford Escorts use manual transmissions that the Mazda Motor Company makes in Japan. Engines for **Pontiac Sunbirds** are shipped from Brazil, and **Chrysler** relies on the Mitsubishi Motor Company for optional engines across most of its product line.

Three Japanese auto companies, **Toyota, Nissan and Honda**, are already making cars in the United States and two others, **Mazda** and **Mitsubishi**, have announced plans to build assembly plants. **Toyota**, which in a joint venture with G.M. produces the Corolla-based Novas, has announced plans to build a plant of its own in this country. Mazda will sell about half of its American output to its affiliate, the Ford Motor Company, to be marketed as Fords, and Mitsubishi has a similar arrangement with Chrysler.

Chrysler has been selling cars imported from Mitsubishi plants in Japan for 12 years under its own Plymouth and Dodge brand names, and Ford has established a new model line, **Merkur**, to sell high performance sedans made by its German subsidiary.

The situation will only become more complicated as the world auto industry becomes more unified, analysts observe. Both **Chrysler** and **Cadillac** have plans to build high-priced sports cars in affiliation with Italian companies. In the case of Cadillac, the chassis will be built in Detroit and shipped to Italy where Pinninfarina will add the body and ship it back to the United States for assembly.

A 1987 or 1988 **Pontiac** model will likely have the most complicated ancestry of all. The as-yet-unnamed car will be built in South Korea with the assistance of Isuzu from a design originally developed by G.M.'s **Opel** subsidiary in West Germany.

John Holusha
New York Times
August 10, 1985

ASSIGNMENT: You work for the Columbia County Sheriff's Department. You have been assigned the task of buying two new cars for your department. You have been instructed to buy only American made cars. Write a response explaining your recommendation.

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL MANUFACTURING

Lesson II: Global Manufacturing System

Objective: At the conclusion of today's lesson, students will:

1. define the term multinational corporation;
2. discuss why multinational corporations exist;
3. give examples of multinational corporations and who owns the them; and
4. define global marketing system.

Beginning the lesson: Yesterday we discussed "global products." What kind of car do you drive? Do you drive a "global" car? Where was your car assembled? It may have been assembled by a multinational corporation. Write term on board.

Procedure: Lecture/Discussion/Map Skills

I. What is a multinational corporation?
- A. Definition
- B. Examples

II. Why do multinational corporations exist?
- A. Capitalization of new markets
- B. Reduction in cost of shipping
- C. Placement of company near resources
- D. Reduction of labor cost

III. Where do multinational corporations exist?
- A. United States--American companies with foreign owners (partial list)
  - Shell Oil--Dutch
  - Standard Oil of Ohio--British
  - Lever Brothers--Netherlands
  - Nestle--Swiss
  - Keebler--British
- B. World-wide--American owned
  - Safeway Stores
  - American Express
  - Coca-Cola
  - Chrysler Corporation
  - J.C. Penney
  - Kimberly-Clark
  - General Motors

IV. What is a global manufacturing system?
- A. Production of goods
- B. Network of sales
- C. Inclusion of other companies providing raw materials, parts and services.

Guided Activity: Using handout "Multinational Auto Companies and World-Wide Assembly Plants," choose one multinational automobile company based in each of the following countries (country listed first is where corporation is based): U.S., Japan, France and Great Britain. On a world map, using a different colored dot for each company, mark the countries where each of these multinational corporations has located its assembly plants.

Ending the lesson: Review major points.
What is a multinational corporation?
Why do multinational corporations exist?
Where do they exist?
Where was your car assembled?

Independent Activity: Using newspapers/magazines bring in articles about multinational corportations.

Resources: "Multinational Auto Companies and World-Wide Assembly Plants"
World map
Different colored markers

MULTINATIONAL AUTO COMPANIES AND WORLD-WIDE ASSEMBLY PLANTS

BRITISH LEYLAND: Great Britain, Ghana, Nigeria, Zaire, Zambia, Zimbabwe, Malawi, South Africa, Tanzania, Kenya, India, Australia.

CHRYSLER: U.S., Canada, Mexico, Brazil. (Chrysler also owns small percentages of Peugeot and Mitsubishi automobile companies.)

FIAT: Italy, Morocco, Zambia, South Africa, Egypt, Turkey, Malaysia, Indonesia, Poland, Ireland, Spain, Portugal, Yugoslavia, Costa Rica, Uruguay, Argentina, Brazil, Colombia, Venezuela, Chile, New Zealand.

FORD: U.S., South Africa, Philippines, Taiwan, West Germany, Netherlands, Belgium, Great Britain, Ireland, Spain, Portugal, Canada, Mexico, Brazil, Uruguay, Argentina, Venezuela, Australia, New Zealand. (Ford also owns 25 percent of Mazda, a multinational automobile company based in Japan.)

GENERAL MOTORS: U.S., Zaire, South Africa, West Germany, Belgium, Great Britain, Spain, Portugal, Iran, Canada, Mexico, Brazil, Uruguay, Chile, Venezuela, Australia, New Zealand.

HONDA: Japan, Taiwan, Malaysia, Indonesia, Portugal, U.S., Costa Rica, New Zealand.

ISUZU: Japan, Liberia, Ivory Coast, Bourkina Fasso, Togo, Nigeria, Cameroon, Congo, Zaire, Malawi, South Africa, Mauritius, Tanzania, Kenya, Egypt, Pakistan, Nepal, Bangladesh, Sri Lanka, Malaysia, Singapore, Indonesia, Philippines, Taiwan, China, Portugal, Malta, Greece, Guatemala, Honduras, Costa Rica, Panama, Haiti, Surinam, Paraguay, Chile, Ecuador, Australia, New Zealand, Fiji, Solomon Islands.

MITSUBISHI: Japan, Cameroon, Zambia, South Africa, Bangladesh, Malaysia, Indonesia, Philippines, Taiwan, Trinidad and Tobago, Paraguay, Australia, New Zealand.

NISSAN: Japan, Ghana, South Africa, Kenya, Iran, Indonesia, Philippines, Taiwan, Ireland, Portugal, Greece, U.S., Costa Rica, Trinidad and Tobago.

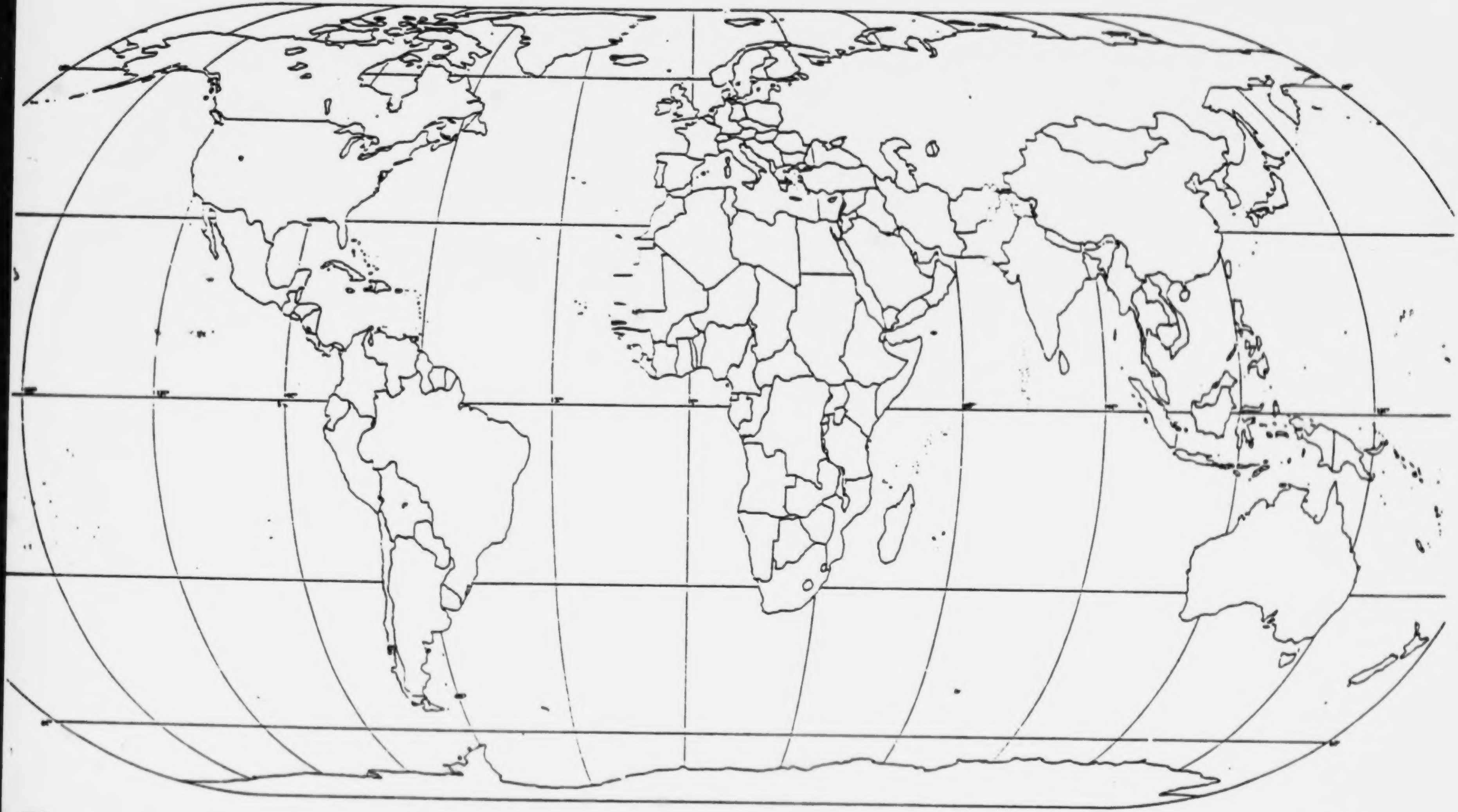
PEUGEOT: France, Morocco, Ghana, Nigeria, South Africa, Madagascar, Kenya, Tunisia, Malaysia, Indonesia, Taiwan, Ireland, Spain, Portugal, Chile, Argentina, Australia, Uruguay.

RENAULT: France, Ivory Coast, Morocco, South Africa, Madagascar, Tunisia, Turkey, Iran, Philippines, Belgium, Spain, Portugal, Yugoslavia, Romania, Mexico, Trinidad and Tobago, Argentina, Chile, Uruguay, Colombia, Venezuela, Australia. (Renault also owns 46 percent of the American Motors Company, an automobile company based in the U.S.)

SAAB: Sweden, Finland, Belgium.

TOYO KOGYO: Japan, Ghana, South Africa, Kenya, Iran, Pakistan, Burma, Malaysia, Indonesia, Philippines, Ireland, Portugal, Greece, Costa Rica, Trinidad and Tobago.

TOYOTA: Japan, South Africa, Zimbabwe, Zambia, Kenya, Pakistan, India, Bangladesh, Malaysia, Indonesia, Thailand, Portugal, Trinidad and Tobago, Brazil, Uruguay, Peru, Venezuela, Australia, New Zealand.



The World Bank

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Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL MANUFACTURING

Lesson III: How Does a Corporation Decide Where to Build a Production Facility?

Objective: At the conclusion of today's lesson, students will:

1. discuss factors that influence a multinational corporation's decision on where to locate production facilities.

Beginning the lesson: How does a multinational corporation decide where it will build a factory or assembly plant? Arkansas has been trying to attract foreign investors to build plants here. What are we offering?

Procedure: Lecture/Discussion

I. What factors influence a multinational corporation's decision to locate or relocate?
   A. Wages
   B. Availability of skilled labor
   C. Political stability
   D. Transportation system
   E. Import/export restrictions
   F. Government regulations
   G. Cultural and linguistic factors

Guided Activity: Put students into groups of three. Using the list of factors, ask them to make a case for a Japanese auto company to build a plant in their community.

Ending the lesson: Review major points of lesson. What factors influence multinational corporations in terms of location and relocation? What does Arkansas have to offer?

Independent Activity: Using newspapers/magazines find articles about multinational corporations locating or relocating in our state.

Resources: None

Skill: 1.03
Theme: Value

TOPIC: GLOBAL MANUFACTURING

Lesson IV: Global Decision-Making: A Simulation
DAY I

Objective: At the conclusion of today's lesson, students will:

1. identify factors in various countries that contribute to success of a new plant;
2. decide where plant will be located; and
3. defend position of location.

Beginning the lesson: Building a new plant is a big decision for a multinational corporation. Today you will be placed in groups of five and you will become the Board of Directors for the XYZ Company.
--Hand out ties and scarves (optional)
--Announce that a Board of Directors meeting has been called for 9:15 a.m.
--The meeting is expected to last for two days.
--Final decisions will be announced on national TV on Friday morning at 9:15 a.m. At that time each group will make announcement, give reason for decision and give a time frame. (Announcement with rationale will be turned in to teacher for evaluation).

Procedure: Role Play (DAY I)
Teacher will:
--identify groups;
--distribute handouts; and
--monitor to focus discussion as needed.
Students will:
--bring notes from previous day's lecture;
--organize group as required; and
--focus on task.

Ending the lesson: DAY I
Each group will report on accomplishments. Teacher will help group to evaluate accomplishments based on objectives.

Independent Activity: DAY I
Find any articles or reference materials that will assist in decision-making.

Resources: Handouts on countries
Ties and scarves

WHERE TO BUILD OUR FACTORY

COUNTRY ONE--THE UNITED STATES

American workers are among the **highest paid** in the world. Most assembly line workers in U.S. automobile factories are members of a labor union called the United Automobile Workers (UAW). They earn from $25,000 to $35,000 a year in wages. A few auto assembly plants in the U.S., such as Nissan's plant in Tennessee, are not unionized. Workers at non-union automobile assembly plants make about $4,000 a year less than those who work at unionized plants. Of course, in addition to wages, U.S. auto companies pay for other benefits for workers, such as medical insurance and pensions for retired workers.

The U.S. **unemployment rate** in 1985 was close to seven percent. Unemployment in the auto industry was substantially higher, since many autoworkers laid off since 1980 had not been rehired. A new automobile assembly plant could be located in a region where there are many experienced but unemployed auto workers. There should be no problem finding an ample supply of skilled labor.

The last major upheaval in the United States was its civil war (1861-65). The U.S. is now regarded as one of the world's most **secure democracies.** There is very little chance of a revolution or other disorder that could threaten the operation of a plant located in the United States in the foreseeable future.

The U.S. **market** for automobiles is the world's largest. Americans own 161.9 million motor vehicles, far more than Japan, which ranks second (38.8 million vehicles). One important advantage of locating an automobile assembly plant in the United States is the fact that access to the huge American market could not be threatened by import quotas or protectionist measures that the U.S. government might adopt.

All automobile assembly plants located in the U.S. produce primarily for the U.S. market rather than for export. The United States has a modern network of roads, railroads, airports and ports that link U.S. factories with the rest of the world. However, due to the strong dollar and the high cost of labor in the United States, U.S.-made automobiles are generally very expensive in other countries. As a result, large volumes of U.S. cars are not sold abroad and the U.S. imports many more automobiles than it exports.

Another **drawback** to locating a factory in the United States is its strict anti-trust regulations. These regulations are designed to ensure that auto companies compete with each other rather than work together to fix prices or hurt the consumer in other ways. However, they also have the effect of blocking most kinds of cooperations between auto companies. A factory operating in the U. S. would also have to follow a number of other government regulations affecting health, safety, energy consumption, labor-management relations, pollution control, etc.

U.S. manufacturing is characterized by an adversary relationship between **labor and management**. In the past, strikes have been common. However, in recent years, competition with Japanese auto manufacturers has forced U.S. auto companies and workers to improve cooperation.

COUNTRY II--JAPAN

Japan's economic growth in the first 20 years after World War II was accomplished by holding down wages and exporting cheap products. But today, **wages and salaries** in Japan are on a level similar with those of other leading industrial nations. The average industrial worker in Japan makes about 3,784,000 yen (17,600 U.S. dollars) a year. In addition, companies in Japan provide many other benefits for their workers. A large company in Japan might provide housing for unmarried workers in company dormitories, organize and support company social clubs, help arrange a female employee's wedding, and help a worker with financing for a family home.

In 1984 Japan had an **unemployment rate** of 2.7 percent, one of the lowest of any of the world's nations. The 1985 rate is expected to be even lower. Skilled labor is in short supply. However, most companies invest a considerable amount in their own worker training programs, since workers in the large companies often stay with the company until retirement.

Since World War II, Japan has had a stable, **democratic government**. Its society is characterized by an extremely low level of social unrest and violence.

Japan, a nation of islands, depends on ocean transportation to obtain its necessary imports of petroleum, food and raw materials. Partly because of this fact, most of Japan's manufacturing is concentrated along the coast near its major ports, such as Tokyo-Yokohoma, Osaka and Kobe. As a result, goods can be transported fairly cheaply by large ships to markets in North America and Europe.

The Japanese own 38.8 million motor vehicles and constitute one of the world's major markets for automobiles. However, a multinational auto company from the United States or Western Europe could expect **considerable difficulty** in gaining a major segment of this market. For one thing, a number of highly competitive Japanese companies already produce cars for this market. It would take an American or European firm a considerable amount of time and investment to build the business relationships, product confidence and service standards needed to be successful in Japan. While a few foreign auto companies, like BMW (a West German automobile manufacturer), have been successful in carving out a small corner of the Japanese market, so far no company has decided to directly take on the Japanese on their home turf by building a factory there.

Due to the difficulties of entering the Japanese market, an automobile assembly plant built by a foreign firm in Japan would have to depend on export sales, at least in its first years of operation. But exporting autos made in Japan might be a problem. Due to growing political pressures, the U.S. and Western European nations may enact quotas or other restrictions to limit automobile imports from Japan.

The profits of corporations are taxed at about the same level in Japan as in the United States. **Strict and complex regulations** govern the operations of companies in Japan just as in the U.S. In Japan, however, the regulations are usually agreed upon after lengthy negotiations between representatives of business and government officials, rather than simply being imposed by the government.

One of the chief **advantages** of manufacturing in Japan has to do with the cooperative relationship between labor and management. Workers and company officials see themselves as partners working together in their common interest. Company officials work with workers, involving them not only im production, but also in quality control and management. Companies feel a strong responsibility for their workers' welfare and happiness. In turn, Japanese workers are much more devoted to their company than American workers are. As a Japanese businessman explained, "People in Japan view their company as an extension of their family. Indeed many of them equate the importance of their company with that of their own life." Japan has **less labor unrest** and **fewer strikes** than any other industrial nation. The cooperative relationship between the workers and the company is also partly responsible for the efficiency and product quality for which Japan has become famous.

COUNTRY III--CHINA

The People's Republic of China, with over one billion people, is the world's most populous country. Although most of the people are still engaged in agriculture, China also has some of the world's largest cites, such as Shanghai, the chief port, and Beijing, the capital. The average factory worker in the city earns about 1050 renminbi ($450 U.S. dollars) a year in **wages**. The large supply of very **cheap labor** has interested many multinational companies in the possibility of establishing factories in China.

The **chief problem** the economy of China faces is the lack of skilled labor. For many years, the higher education system has been neglected as the government has concentrated on teaching more of the people to simply read and write (23 percent of the population is still illiterate). The university system was hurt further by political struggles during the 1960s and 1970s when many universities closed and many qualified professors were forced to quit teaching. Only a very few students in China go on to college. In spite of recent attempts by China to modernize and expand its universities, it will be many years before it can build an educational system that will meet China's need for skilled labor.

China's **government** is changing rapidly. The old Communist economic and political structure is being made less rigid and more efficient. However, in spite of major changes, the system seems stable and most observers agree that there is little danger of violent upheavals even when the aging Chinese leader, Vice-Premier Deng, dies.

China is located on the Pacific Rim, an area that has become increasingly important in international trade. China lies close to the factories of Japan and South Korea that produce automobile parts and engines. However, partly due to years of isolation, China is still not well linked ot the rest of the world. For example, it needs better developed harbors that can handle more ships. Now, ships must often wait weeks for a berth at which they can be loaded or unloaded. Within the country, many transportation bottlenecks make fast shipment of raw materials and supplis impossible. **Problems** with shipments of coal and oil to power generating stations sometimnes force factories to run at less than their capacity or to close for short periods.

There is only one motor vehicle for every 500 people in China and most of these are trucks, buses and commercial vans. The law has recently been changed so that individuals can own automobiles, but only a select few can afford them. Nearly all of the automobiles in China are owned by institutions rather than private individuals.

The economy of China is still controlled by the government, although over the last few years increasing freedom has been given to farmers and plant managers to make their own economic decisions. In 1984, 80 percent of the industrial output of China was produced by factories owned and operated by the Chinese government. However, **laws** are being adopted to encourage multinational companies to establish factories in China. More and more foreign firms are operating in China. In 1984, 700 multinational companies began joint ventures with the Chinese government and 27 got approval to build their own factories in China. A multinational corporation wishing to locate a plant in China must negotiate with the government to arrive at an agreement over the conditions under which it will operate. The Chinese government is particularly eager to attract foreign firms that will train workers and bring new technology to China. Such a company may be able to negotiate a very attractive deal with the government.

Chinese customs, under which any plant in China would have to operate, are quite different from Western customs. Chinese work long hours but expect a two-hour lunch break. Generally, workers are very loyal to their company and **strikes** do not take place. However, the company is expected to pay for many benfits for the workers such as free (or nearly free) housing and medical care.

COUNTRY IV--MEXICO

Mexico is one of the world's leading producers of petroleum. However, since 1982, when the price of oil began dropping and the international debt crisis began, Mexico has been a country with **severe economic problems.** Mexico is burdened with an enourmous foreign debt and has been unable to pay even the annual interest charges on the $100 billion it owes. Unemployment in 1984 was officially listed as 11 percent. However, some economists estimate that half of the work force is without regular full time work and must work at odd jobs in order to survive. Between January 1981 and January 1984, nearly 50 percent of the workers in Mexico's auto industry were laid off. With 30,000 experienced auto workers out of work, there is **no shortage of skilled labor** in the auto industry.

Mexico has a large and growing urban work force. Much of the industry is centered around Mexico City which, with 17 million people, is the world's largest city. The average Mexican factory worker earns about 1,080,000 pesos ($2,700 U.S. dollars) a year. Because of Mexico's rapid population growth, there is a constant growth in the number of people looking for work, and **wages** are expected to remain low (or even decline) in the years ahead.

Early in the twentieth century, Mexico was torn apart by the Mexican revolution. However, since the 1930s, Mexico has had a **stable government** controlled by a powerful political party, the PRI (Partido Revolucionario Institucional). In contrast to most of the countries of Latin America, the military in Mexico stays out of politics. In spite of severe economic hardship since 1982 for many Mexicans, there has not been much social or political unrest.

Mexico has long coastlines on both the Pacific Ocean and the Gulf of Mexico. However, the industrialized areas of the country are located in the mountainous interior where travel by road and railroad is often slow. Therefore, even though Mexico borders the U.S., the shipment of autos and auto parts between Mexico City and most U.S. cities would not be very cheap or fast. An automobile assembly plant could be located in northern Mexico closer to the U.S.; however, it would be farther from Mexico's cheap energy sources and supply of trained auto workers.

Mexicans own a growing number of automobiles. Over half of the automobiles are located in Mexico City, which is choked by air pollution and traffic jams. However, auto factories in Mexico already produce more cars than needed in Mexico. (With the economic depression, fewer Mexicans can afford to buy cars.) A new automobile assembly plant in Mexico would have to rely heavily on exports to the U.S. Mexico is producing a growing number of parts for the U.S. auto industry, but so far not many automobiles are produced in Mexico for export to the United States.

Since the end of the nineteenth century, Mexicans have worried about the possibility of economic domination by their much wealthier and more powerful neighbor to the north. To ensure that Mexicans keep control of their own economy, Mexican **law** requires that at least 51 percent of any factory built in the country must be owned by Mexicans. This means that a multinational company wanting to set up a factory in Mexico must find Mexicans who will invest at least half of the money needed. It also means, at least in theory, that the operation of the factory will not be entirely under the control of the multinational corporation.

While Mexican **customs** are different from those of the U.S., these differences would probably not seriously affect the operation of the plant. Many U.S. plant managers have already had experience working with Mexican workers. **Labor unions** in Mexico are well organized, but usually under the control of the government. Wages are generally set by the government, and strikes are uncommon.

COUNTRY V--PORTUGAL

The ten million people of Portugal are among the poorest of Western Europe. Because of the lack of jobs in Portugal, 1.5 million Portuguese citizens have had to leave the country to work in other countries of Western Europe. Most of these people hope to return to Portugal someday. In 1984 **unemployment** was officially said to be 10.3 percent, but most economists believe that it was actually much higher. Due to this high unemployment rate, there is no shortage of labor--not even of skilled labor.

Wages for factory workers in Portugal are among the lowest in Western Europe. An industrial worker earns about 454,500 escudos ($3,300 U.S. dollars) a year.

In 1974 a dictatorship which had ruled Portugal for many years was overthrown. Since then, Portugal has had a **domocratic government**. Since no single political party has majority support, Portugal has been ruled by shifting coalitions of political parties. There is often uncertainty as to who will be in power and what laws will be passed, but the danger of military takeover or violent revolution appears to have passed. One major **problem** remains: leftist terrorists have been responsible for a number of kidnappings (mainly policemen and wealthy businessmen).

Portugal is located in Western Europe close to the auto engine and auto parts factories of France, Great Britain, Spain and other European nations. The country, which lies on the North Atlantic near the Strait of Gibraltar, is **ideally situated** for ocean transport. Fast, direct sea routes link Portugal to Northern Europe, the Mediterranean, North America, Africa and South America. Portugal is also connected by roads and railroads to the other countries of Western Europe. However, land travel to and from Portugal is often slow. Railroad shipments bound for Portugal, for example, must be unloaded and then loaded onto other railroad cars at the border between France and Spain, since the railroad tracks of Spain and Portugal have a differnt width than those of the rest of Europe.

One of the chief **economic advantages** Portugal has to offer is its membership in the European Econmic Community (also called the Common Market). This group of 12 Western European nations is the world's most powerful trade bloc. These 12 nations have agreed not to put tariffs or other restrictions on their imports from other members of the community. This means that there is no danger that Portugal will put tariffs or other restriction on imported products, such as the auto engines and parts required to supply an automobile assembly plant. It also means that automobiles produced cheaply in Portugal (due to its low wages) can be marketed without tariffs or import restrictions in the other nations of the community, inclucing France, Great Britain, West Germany, Spain and Italy. Since Portugal is a small and relatively poor nation, most of the vehicles produced at a large auto assembly plant there would have to be exported.

The government of Portugal is attempting to get more multinational corporations to build factories in Portugal. The government hopes that if more factories are built, unemployment will go down and Portugal will become a more prosperous country. In order to encourage multinational corporations to build factories, Portugal has **relaxed regulations** on what these companies can or cannot do in Portugal. However, one important **restriction** remains. Factories in Portugal are not allowed to lay off workers, even if the company is losing money and no longer needs them.

Labor-management relations in Portugal are similar to those in the United States. Both countries have **strong labor unions**. However, in Portugal most labor unions are linked to the Communist Party. **Strikes** are common and may be called to dramatize general political and social objectives, rather than simply being a means of pressuring management to increase wages or improve working conditions.

All information about countries taken from Global Awareness Program, School of Education, Florida International University.

TOPIC: GLOBAL MANUFACTURING

Lesson IV: Global Decision-Making: A Simulation
DAY II

Objective: At the conclusion of today's lesson, students will:
Same as DAY I

Beginning the lesson: Hand out ties and scarves (optional). Yesterday we convened the Board of Directors meeting. As a major stock holder in this company, I am eagerly awaiting the decision from the Board. Your decision will determine whether or not I make money or lose money. I understand that you are meeting for one more day. The Board room is ready.

Procedure: Role Play (DAY II)
Teacher will:
--monitor to focus as needed; and
--specify time limit on announcements.
Students will:
--focus on task; and
--write announcements including rationale.

Ending the lesson: DAY II
Each group will report on whether or not they have completed the task. If not, students must make decision on how task will be completed during day. Teacher will remind students of considerations that must be included in final report.

Independent Activity: None

Resources: Ties and scarves

TOPIC: GLOBAL MANUFACTURING

Lesson IV: Global Decision-Making: A Simulation
DAY III

Objective: At the conclusion of today's lesson, students will:
Same as DAY I

Beginning the lesson: Hand out ties and scarves. Have portable TV camera ready to roll. Teacher becomes the national network announcer giving background of meeting and details in preparation for announcements by groups.

Procedure: Role Play (DAY III)
Students will report announcement to world press, explaining where they are locating the new XYZ plant and why they have decided to do so (five to seven minutes).

Ending the lesson: Review major points of simulation.
What were the factors that you considered in making your decision?
Which factors became most important to you? Why?
Did you have difficulty making a decision? Why?
Do you think your plant will make any difference in the people's lives in the country where you decided to locate? Did you think about the people during the simulation?

Independent Activity: None

Resources: Ties and scarves
TV camera
Monitor

RESOURCE LIST

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GLOBAL RESOURCES

A study of **resources** is a study of the actual as well as the potential wealth of a country, area or planet. Resources are determined by the needs and means of people. Needs are what consumers and producers demand. Means are the processes of resource extraction. A resource is any element that is included in production and production capabilites of a society depend on its resources.

Global resources are of three types: **natural, human and capital. Natural resources** include forests, arable land, climate, water supply and mineral deposits. **Human resources** are the region's people. Size and distribution of population, development of productive skills and the level of education cause the quality of human resources to vary. Machines, buildings, tools, money and anything else that can be used in production are **capital resources.**

Resources are also described as renewable or nonrenewable. **Renewable resources** are determined by the terrain, or topography of a region (example: forests). **Nonrenewable resources** are determined by the region's underlying geological structure (example: minerals). Large countries usually have greater variety and quantity of resources than small countries. But no one industrial country is totally self-sufficient.

Demands on the world's resources grow at an increasing rate due to increased population and expansion of economic development. Resource utilization changes as nations transform economically. Relationships among regions of the world are affected because resources are distributed unevenly around the globe.

The U.S. **consumes** about half of the world's nonrenewable resources, imports 80 percent of its mineral requirements and uses one-third of the world's oil. Sixty million barrels of oil per day are used worldwide. America uses 50 percent of its oil for motion--cars, trucks, planes, etc. Europeans use just over 25 percent of their oil for transportion. The U.S. with five percent of the worlds's population uses 30 percent of the world's petroleum.

The U.S. has **depleted** most of its oil sources and relies on imports for almost half of its oil supply. Saudi Arabia, other Middle East nations, northern areas of Africa, Mexico, Ecuador, Venezuela and Indonesia have the largest remaining oil reserves. In 1960, 13 oil producing nations (Saudi Arabia, Iran, Iraq, Kuwait, Qatar, the United Arab Emirates, Algeria, Libya, Gabon, Nigeria, Venezuela, Ecuador and Indonesia) combined to form the Organization of Petroleum Exporting Countries (OPEC). It is an international cartel set up to control the supply and price of oil on the world market.

Nonfuel **minerals**, such as copper, iron, nickel, bauxite and manganese are the framework for the growth of industries. Mineral deposits are **unevenly distributed** throughout the world and **consumption** of minerals is more **unequal** than distribution.. Brazil and the upper Great Lakes region of the U.S. have large deposits of iron ore, while most nations have little or none. Chile has copper deposits, Canada has zinc and nickel, Malaysia has tin and South Africa has most of the world's chromite. Poor nations like Bolivia and Ethiopia use very few minerals, while every human being in the U.S. is supported by 20 tons of minerals per year. The U.S. consumes about 25 percent of the world's minerals with the auto industry and highway system accounting for a large share.

Large quantities of minerals are traded because of their wide distribution. About 30 percent of the world's iron ore crosses national borders. Leading exporters of iron ore are France, Canada and the Soviet Union. The U.S. deposits of high-grade iron ore are exhausted. The U.S. has deposits of iron, copper, phosphates, zinc and other minerals but has become very dependent on imports from Indonesia, South Africa, Canada and Zaire. The remainder of the industrial world is less endowed than the U.S. and therefore, more dependent of imported resources. Western Europe and Japan import most of their tin, nickel, bauxite, lead and copper.

South Africa has valuable mineral deposits of manganese, chrome and platinum. Chrome and manganese are needed for the production of steel and iron. The U.S. is dependent on South Africa for these minerals.

Jamaica and several other Caribbean nations had been major suppliers of bauxite--ore rich in aluminum. When the governments tried to raise taxes on aluminum companies (Alcoa, Kaiser and Reynolds) the companies moved their businesses elsewhere. The nations' economies suffered considerably.

Water is the single most essential resource for sustaining life. Humans can survive only a few days without water. Almost two-thirds of the world is water, but the inequality of water distribution is greater than any other resource. The heaviest users of water are the industrialized nations due to large-scale agricultural irrigation, industrial cooling and modern plumbing. More than 80 percent of the U.S. water supply goes for irrigation. The daily consumption of water in the U.S. is about 400 billion gallons.

The Third World has a serious problem with water shortages. About one-fourth of the world's people, over one billion, have inadequate or unsafe water supplies. Who will live and who will die in the Third World is often determined by the quality of their country's water system. The worst killers of children in poor countries are caused by bad water. Diarrhea, worms, malaria, sleeping sickness and other parasitic diseases are all water related.

The distribution of water causes conflict in many countries. One of the major disagreements between the U.S. and Mexico is over the U.S. use, or misuse, of the Colorado River. India and Pakistan have had conflict over the major rivers that they share. Iraq went so far as to deploy tanks and infantry on Syria's border to demand more water from the Euphrates River. Two or more countries share 148 of the world's 200 largest river basins. There is a great need to improve and increase global water supplies. Building dams, restructuring rivers, collecting and storing rainfall, desalination of sea water, and harvesting of icebergs are methods currently being used as means of increasing and improving global water supplies.

The leading fuel source of the world until the 1960s was **coal**. The two types of coal are anthracite and lignite. Three-fourths of the **fossil fuel reserves** of the U.S. are coal, which make up almost one-fourth of the world's total supply. The most productive coal-mining region on earth is the Appalachian field, which extends from northwestern Pennsylvania to Alabama. Since the 1970s, China has surpassed the U.S. in coal production, with the U.S.S.R. ranking third. Poland is Europe's largest coal producer. Poland, West Germany, Australia and the U.S. are the major exporters of coal, and Italy, France, Canada and Japan are major importers.

Industrialization and growth of technology have led to increasing use of energy resources. Rising productivity through technology has meant increasing affluence. The developed countries use 85 percent of the world's annual energy production for only 20 percent of the world's people. As Third World nations develop and oil grows more scarce and expensive, the struggle for dwindling oil supplies may intensify. Alternative sources for energy must be found.

Fossil resources, such as tar sands, oil shale and coal, may provide energy reserves. But they are costly to extract. Coal seems the most likely energy resource but its use encompasses several problems. It does not lend itself well for use in automobiles, its processing releases carbon-dioxide and sulfur-dioxide gases, it leaves an ash residue, strip mining causes environmental damage and shaft mining can be dangerous.

A controversial solution to the energy problem is **nuclear energy**. Uranium is burned by nuclear reactors and the supply of uranium is limited. Uranium waste, rods beyond the point of being useful, is dangerously radioactive and must not come into direct contact with humans. It cannot be destroyed or deactivated and if stored underground in sealed containers, it creates heat and may leak radiation for thousands of years.

The most rapidly developing form of renewable energy is **solar energy**. Solar collectors can be used to heat homes and water. Sunlight, trapped indirectly in photovoltaic cells, can be converted to electricity. When the cost of solar cells become competitive with conventional sources of energy, solar energy will become more widely used. The simplest energy alternative is conservation--using energy more efficiently and economically.

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL RESOURCES

Lesson I: Three Types of Global Resources

Objective: At the conclusion of today's lesson, students will:

1. define resources; and
2. classify world resources into three categories: natural, human and capital.

Beginning the lesson: Provide on teacher desk--one glass of water and a dollar bill. Select a student to come forward and focus class on three items. Explain that these three items represent the three categories of resources. Identify examples and give objective for lesson.

Procedure: Lecture/Discussion

I. What is a resource?
  A. Supply that meets a need
  B. Wealth of a country
II. How are resources categorized?
  A. Natural
  B. Human
  C. Capital

Guided Activity: On paper list the three kinds of resources and give one example of each. In groups of three, share your examples. Write examples on board under categories.

Ending the lesson: Review main points of lesson.

What are resources?
What are natural resources?
What are human resources?
What are capital resources?

Independent Activity: Identify and classify the resources used in the public school.

Resources: Glass of water and dollar bill

Skill: 1.06
Theme: Interdependence

TOPIC: TITLE: GLOBAL RESOURCES
Lesson II: Sharing the Global Riches
Objective: At the conclusion of today's lesson, students will:

1. define the term natural resource;
2. list resources which are natural; and
3. discuss global distribution of natural resources.

Beginning the lesson: What do we mean by a resource which is natural? Why are these considered "riches"?

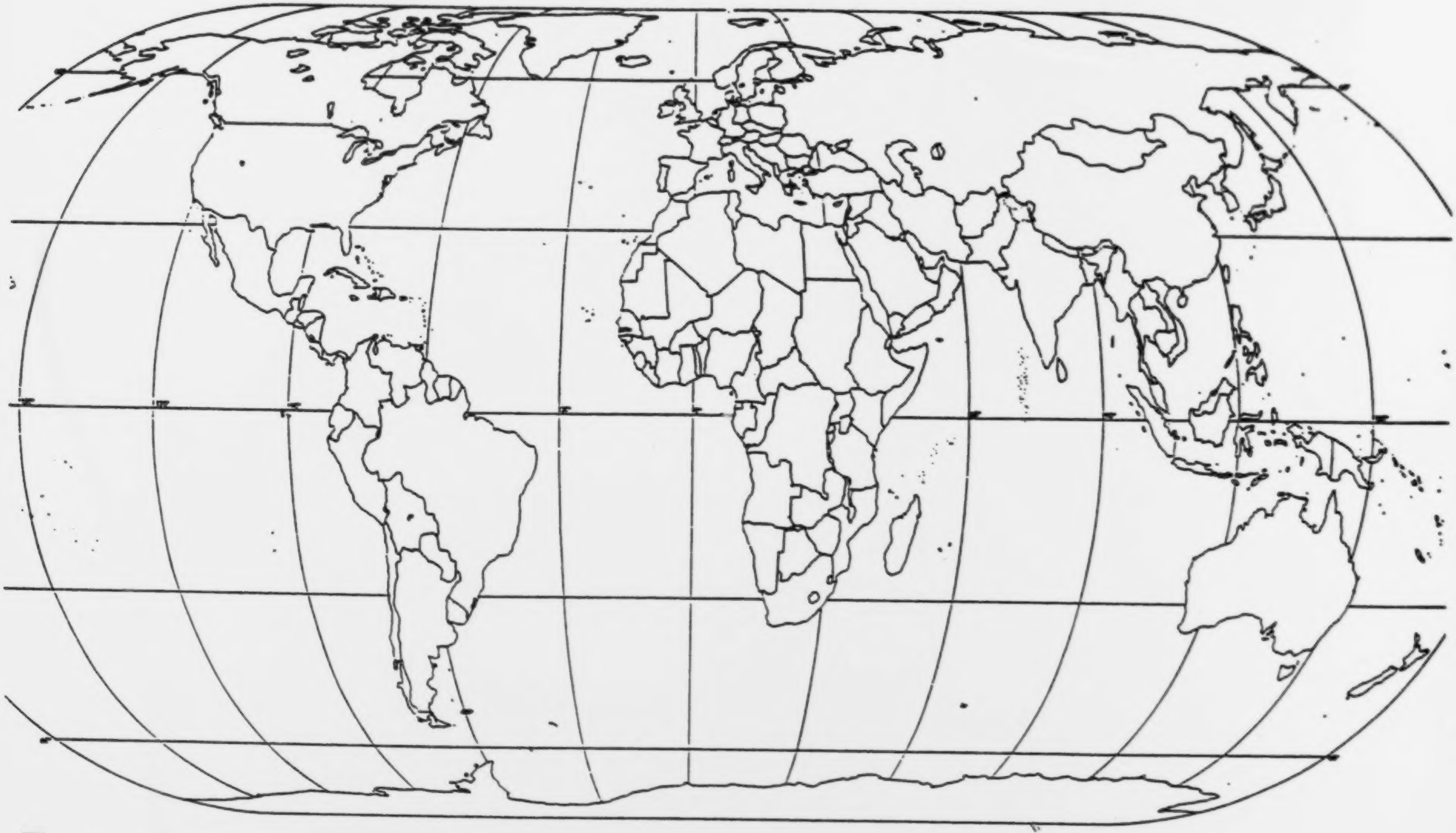
Procedure: Lecture/Discussion

I. What is a natural resource?
    A. Definition
II. What are the natural resources?
    A. Climate
    B. Arable land
    C. Water
    D. Forests
    E. Mineral deposits
III. How are these resources distributed globally?
    A. North America
    B. South America
    C. Europe
    D. Asia
    E. U.S.S.R.
    F. China
    G. Africa

Guided Activity: Provide students with a world map; color in natural resources. Remind students to provide a key to explain their resource information.

Closing the lesson: Review major points of lesson.
What is a natural resource?
What resources are natural?
How are natural resources distributed?

Independent Activity: None
Resources: World map



The World Bank

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Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL RESOURCES
Lesson III: Using the World's Resources
Objective: At the conclusion of today's lesson, students will:

1. define and give examples of renewable and non-renewable resources; and
2. discuss complexities of resource consumption.

Beginning the lesson: A nation's resources are its riches. Can a nation "use up" its riches?
Procedure: Lecture/Discussion

- I. What are renewable resources?
  - A. Definition
  - B. Examples
- II. What are non-renewable resources?
  - A. Definition
  - B. Examples
- III. Who consumes the resources?
  - A. Renewable resources
  - B. Non-renewable resources
- IV. Why is consumption unequal?
  - A. Affluence
  - B. Lack of available resources

Guided Activity: Make a chart of natural resources. Identify the renewable and non-renewable resources. Identify the major consumer as member of the First World, Second World or Third World.
Ending the lesson: Review major points of lesson.
What are renewable resources? Give examples.
What are non-renewable resources? Give examples.
Who is the greatest consumer of renewable resources?
Who is the greatest consumer of non-renewable resources?
Why is consumption of resources unequal?
Independent Activity: Make a chart of "Resources in the News." Share chart with class.
Resources: None

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL RESOURCES

Lesson IV: Water, Water Everywhere...

Objective: At the conclusion of today's lesson, students will:

1. discuss problems of water resources;
2. describe how the water supply can be increased or improved; and
3. explain how competition for water resources may create international tensions.

Beginning the lesson: Display a world map. Point out that approximately two-thirds of the earth is water; however, one-fourth of the world's population lives without adequate water supplies.

Procedure: Lecture/Discussion

I. What are some of the problems concerning water resources?
  A. Shortage
  B. Quality
  C. Demand
  D. Use
  E. Distribution
II. How can the water supply be increased or improved?
  A. Building dams
  B. Restructuring rivers
  C. Collecting/storing rainfall
  D. Desalination of seawater
  E. Harvesting icebergs
III. Where do conflicts over water exist in the world today?
  A. U.S./Mexico
  B. India/Pakistan
  C. Syria/Iraq

Guided Activity: Write a paragraph to explain problems associated with the worlds's water supply and what is being done to solve these problems.

Ending the lesson: Review main points of lesson.
What are some of the problems concerning water resources?
How can the water supply be increased or improved?
Why does the competition for water create international tension?
Where are there current conflicts over water?

Independent Activity: Find articles in newspapers/magazines about water as a natural resource.

Resources: None

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL RESOURCES

Lesson V: Energy Decisions--We Are The World

Objective: At the conclusion of today's lesson, students will:

1. identify major sources of energy;
2. discuss advantages of each type; and
3. discuss disadvantages of each type.

Beginning the lesson: What kind of light did Abraham Lincoln use for reading? What kind of light do you use? What kind of light will people use in the year 2050?

Procedure: Lecture/Discussion

I. What are the major sources of energy?
   A. Wood
   B. Coal
   C. Electricity
   D. Nuclear
   E. Solar
   F. Oil
   G. Natural gas

II. What are the global advantages of each energy source?
   A. Wood
   B. Coal
   C. Electricity
   D. Nuclear
   E. Solar
   F. Oil
   G. Natural gas

III. What are the global disadvantages of each energy source?
   A. Wood
   B. Coal
   C. Electricity
   D. Nuclear
   E. Solar
   F. Oil
   G. Natural gas

Guided Activity: Fill in the "Global Energy Alternatives" handout.

Ending the lesson: Review main points of lesson.
What are the major sources of energy?
What are the global advantages of each energy source?
What are the global disadvantages of each energy source?

Independent Activity: None

Resources: Global Energy Alternatives

GLOBAL ENERGY ALTERNATIVES

Types of Energy Used	Advantages	Disadvantages
Wood		
Coal		
Electricity		
Nuclear		
Solar		
Oil		
Natural gas		
Other		

RESOURCE LIST

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GLOBAL TRADE

The international economy has not traditionally been of interest to most Americans. To the average citizen, day-to-day activities appeared to have very little relationship to international markets, balance of trade, tariffs and other factors concerning world trade. This complacency was shattered somewhat in the early 1970s as a result of the OPEC oil embargo. Gasoline was in short supply and prices were higher. Thermostats were turned down and people were encouraged to car pool. Americans began to feel the impact of international economic interdependence.

Global trade is a part of every day life. Nations vary greatly in terms of national resources, climate and soil, as well as the type and amount of labor and capital available. Because of these differences, most countries must **import** goods they cannot produce themselves. In order to pay for goods they import, goods must be **exported.** When nations can successfully compensate for their lack of needed resources, they must decide what to produce with their available resources. A real measure of cost is the opportunity lost by producing one thing versus another. Countries utilize most of their resources to the best **comparative advantage.** If a country has or can use a resource better than other nations, it has an **absolute advantage.** When a nation produces and exports goods for which it is particularly suited, this is a form of **specialization.**

All economies must answer the basic questions of what will be produced, how much will be produced and who will get the products. These basic questions of economy can be addressed in three ways: **tradition, command and free markets.** The **traditional** solutions are usually found in primitive farming or non-industrial societies, where production and distribution are determined by family standing and gender.

The second approach to economic decision about resource allocation is based on **command,** in which decisions are made primarily by an authority. Authority in command economics can be exercised in a democratic fashion, or it can be imposed from above by persons whose power is not subject to the outcome of free elections. Communism is the ideology behind the modern command economies of China and Russia in which the means of production are owned and controlled by the government. In Western Europe and the Third World, socialism places means of production in government hands, but also permits private ownership of property.

Decision-making in a **market** economy is in the hands of consumers, producers, workers, savers and investors. All participate in the market through decisions that are reflected in goods and services. The United States and Great Britain are examples of market economies. No "real world" economy is a pure form of traditional, command or market economy. Most economies are "**mixed.**" Within the United States there are examples of government enterprise (command) such as public schools, the postal service and municipal bus lines and trains. In Scandinavian countries cooperative ownership exists in which some businesses are government owned and some are owned by the people who are customers of the business. In communist countries some people are allowed to farm on private plots.

Although nations choose different approaches to solve internal economic problems, most of the world's countries are linked through **international trade.** Some trade is for the necessities of life, other trade is for luxury items to satisfy "wants."

Each nation attempts to **balance** its trade. Trade is balanced when the imports and exports are equal. In order to control trade and gain a favorable advantage, nations may use restrictive measures such as **tariffs, quotas, embargos** and other types of **protectionist legislation.**

There are very few controls on world trade other than the voluntary controls that each nation is willing to put on itself. Although **sanctions** and other international measures may be used as leverage, each nation is free to make linkages in whatever way it may choose.

As Arkansans, we are particularly interested in the way in which Arkansas is linked to the world by trade. **Arkansas exports** manufactured goods, farm goods and mining products. Rice is the leading export crop in Arkansas. One out of three agricultural jobs in Arkansas is tied to products sold abroad.

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL TRADE

Lesson I: International Linkages

Objective: At the conclusion of today's lesson, students will:

1. define trade, import, export and specialization; and
2. identify common international linkages.

Beginning the lesson: Hold up a candy bar and read the various ingredients.

Point out that many or all of the ingredients are imported; maybe the candy bar itself is imported.

This is just one benefit of trading internationally.

Procedure: Lecture/Discussion

- I. How does the world trade?
  - A. Imports
  - B. Exports
- II. How is the world linked through trade? (locate linkages and plot on world map)
  - A. Imports
  - B. Exports

Guided Activity:

1. Hand out "A Day in the Life of Seymour Someday."
   Ask students to read it and identify examples of international linkages.
   List the examples on the board.
2. Have students read "A Day in the Life of Seymour Someday" aloud while you interrupt at appropriate points with excerpts from "An Enlightened Day in the Life of Seymour Someday." Write a parallel list on the board next to the student list for comparison.

Ending the lesson: Review essential questions, concentrating on definition of terms.

What is trade?
What is import?
What is export?
What is specialization?
What are some examples of international linkages that we have here, at home, etc.?

Independent Activity: Have students keep an International Consumer Diary for the duration of this unit.

Resources: "A Day in the Life of Seymour Someday"
"An Enlightened Day in the Life of Seymour Someday"

A DAY IN THE LIFE OF SEYMOUR SOMEDAY

I awoke at 7 a.m. to the ringing of my alarm clock. Slowly, I showered and dressed, putting on my favorite pair of jeans. Then I went down to the kitchen where my mother was fixing my favorite breakfast of bacon, eggs, toast and a glass of Nestle's Quick. While eating I read the sports page and the comics in the morning paper.

Because it was raining outside, my father agreed to drop me off at school on his way to work. As we drove off I thought how nice it was not having to walk to school this morning. Along the way another driver, who didn't see a one way street sign, almost hit us as he tried to turn the wrong way into the flow of traffic. Still, we made it safely to school and soon I was ready with my notebook, textbooks and pencil to begin the school day.

It turned out to be just another typical day. My morning seemed to go fast because I had several subjects that I really liked. I went to band first and then to gym class. Next, I went to English and social studies class and then lunch! In the cafeteria I sat down, opened a brown bag, and took out a lunch consisting of a bologna and mayonnaise sandwich, a banana, three fig newtons and a cup of tapioca pudding, all of which I ate while drinking two cartons of milk. In no time lunch was over and it was time for my afternoon classes. It seemed like it took forever to struggle through math and science, but finally it was time to go home.

On the way home from school I stopped at the gas station and bought a can of Coke and a candy bar from the vending machine. Then I saw two friends putting air in their bicycle tires, and we agreed to play baseball after dinner.

Reaching home I noticed my little brother watching "Sesame Street" so I decided to listen to some records in my room. Soon, my mother came home from work and asked if I would go to the drugstore to buy a few items she forgot to get yesterday. I got on my bike and raced to the drugstore to buy a bottle of aspirin, two bars of soap, a bottle of after-shave, and this month's issue of Reader's Digest.

When I returned home my mother told me that Dad was bringing food from McDonald's home for dinner and reminded me that it was my turn to set the table. After dinner I grabbed my baseball equipment and headed off to the playgound to meet my friends. I played for awhile and then went home because I remembered my father wanted me to work for an hour on my math homework before watching TV.

After doing my homework, I went to Sears with my mother to buy a pipe for my father, whose birthday is next week. Returning home I watched TV until it was time for me to go to bed. After getting a drink of water, I set my alarm clock and soon was fast asleep.

AN ENLIGHTENED DAY IN THE LIFE OF SEYMOUR SOMEDAY

I awoke at 7 a.m. to the ringing of my alarm clock.

Stop: You have encountered the international. Your clock is a product of the Sony Corporation, a Japanese-based multinational corporation. The clock was assembled in a Sony plant in Brazil from components produced in Japan, Mexico and Germany. It was shipped to the United States in a Greek-owned ship manufactured in Sweden, licensed in Liberia and staffed by a Portugese crew.

Slowly, I showered and dressed, putting on my favorite pair of jeans.

Stop: Now you are wearing the international. Your shorts were made in Japan from cotton exported to Japan from the United States. Your socks were made in Taiwan using wool grown in Australia. The shirt that you are wearing was purchased at Montgomery Ward's, a subsidiary of Mobil Oil, one of the world's largest multinational businesses. The pair of jeans you like to wear were made by Levi Strauss, the biggest jean producer in the world. By putting on a pair of jeans you are participating in an international pop culture of young people throughout the world.

Then I went down to the kitchen where my mother was fixing my favorite breakfast of bacon, eggs, toast and Nestle's Quick.

Stop: Your stomach is full of the international. The bacon was brought to you by the Greyhound Corporation, a multinational company. The pig from which your bacon came consumed more grain than the majority of humans eat in a year. The bread you eat is Wonder Bread, a product of International Telephone and Telegraph, another multinational company. The technology that heated your bread to make toast is a product of another multinational, General Electric. The butter that you put on your toast contains dried milk imported from Germany. Finally, the Nestle's Quick is a product of the Nestle Corporation, a Swiss multinational.

While eating I read the sports section and the comics in the morning paper.

Stop: Now you are reading the international. Much of the news on the front page that you skimmed is about events outside the United States and the relation of the United States to these reports. The newspaper received much of its news from United Press

International, Associated Press and Reuters, all transnational information agencies. The press on which your newspaper is printed was produced by Rockwell International, the same American-based multinational that built presses that will print today's edition of more than 200 newspapers around the world. The major sports story today is about the Moscow Olympics and the various international athletes. Your favorite comic strip, Peanuts, is also international. It is printed in more than 1800 newspapers in 64 countries, written in 22 languages and is read by 60 to 100 million people every day.

Because it was raining outside, my father agreed to drop me off at school on his way to work.

Stop: You are again encountering the international. Your father works at the Huntington Bank in the Internaional Investments Division.

As we drove off I thought how nice it was not having to walk to school.

Stop: Now you are in riding the international. Your car is a Plymouth made by the Chrysler Corporation, another multinational firm. The automobile was assembled in a Chrysler plant in Canada from components shipped to Canada from West Germany, the United States, Belgium and Italy. For example, your carburetor was manufactured by Italian workers in a German factory north of Dusseldorf. The various raw materials going into your car came from more than 70 different countries.

Along the way another driver, who didn't see a one way street sign, almost hit us as he tried to turn the wrong way into the flow of traffic.

Stop: Once again the international. That one way street sign is part of an international language. You will see identical traffic control signs in most of the world's cities.

Still, we made it safely to school and soon I was ready with my notebook, textbooks and pencil to begin the school day.

Stop: Now you are using a tool of the international. The lead in your pencil came from Chile. The wood for the pencil came from Brazil. The paper in your notebook and the paper used in your textbooks came from Canada.

It turned out to be just another typical day. My morning seemed to go fast because I had several subjects that I really liked. First I went to band and then to gym class.

Stop: Now you are participating in the international. The trumpet that you are playing is made by Yamaha, a Japanese company. The sheet music that you read is written in an international language. The composition that you are playing is by Michael LeGrand, a French song writer. In gym class you played volleyball, a very popular international sport.

Next I went to English and social studies class and then lunch!

Stop: Now you are studying the international. In English you are studying Shakespeare, and in social studies you are discussing the effects on the American economy of OPEC's policies regarding the price of oil.

In the cafeteria I sat down, opened a brown bag, and took out a lunch consisting of a bologna and mayonnaise sandwich, a banana, three fig newtons and a cup of tapioca pudding, all of which I ate while drinking two cartons of milk.

Stop: You are eating the international. With minor exceptions, all of the food you consumed was supplied by multinational corporations. The paper bag was made of paper produced by the Weyerhauser Corporation, the mayonnaise on your sandwich comes from Kraft Foods, the baggie in which the sandwich was wrapped was manufactured by Mobil Oil, the banana comes from United Brands, the fig newtons from Nabisco, the tapioca pudding from General Foods, and the can in which it was packaged was produced by Alcoa Aluminum. All of these firms are multinational companies. The same is true for the milk you drank--it was produced by Borden, Inc.

In no time lunch was over and it was time for my afternoon classes. It seemed like it took me forever to struggle through math and science, but finally it was time to go home!

Stop: Once again you are using the international. The symbols used in math and science are international. The blackboard that the teacher used today came from New Zealand.

On the way home from school I stopped at the gas station and bought a can of Coke from the vending machine.

Stop: Once again you are experiencing the international. The gas station that you stopped at and your father goes to is a SOHIO station. Fifty-three percent of SOHIO is owned by British Petroleum and 46 percent of British Petroleum is owned by the British government. Coca Cola is distributed in 135 countries and is consumed 200 million times daily! Eight billion gallons of Coke were consumed in 1979 alone.

Then I saw two friends putting air in their bicycle tires, and we agreed to play baseball after dinner.

Stop: Your friends are filling the international. The tires were manufactured in Taiwan from rubber exported from Malysia.

Reaching home I noticed my little brother watching "Sesame Street" so I decided to listen to some records in my room.

Stop: You are playing the international. "Sesame Street" is an American educational innovation that has been widely diffused throughout the world. It is estimated that on any given day at least one-half billion of the world's children are watching the program. Your family's stereo is also international. The receiver and speakers were made by Panasonic, a huge Japanese multinational company. The receiver was assembled in South Korea and the speakers were assembled in Mexico. The turntable was made by a British firm. Your record collection contains many examples of international music stars from the British rock group, Rolling Stones, to the Australian born, Olivia Newton John. Their recordings are sold throughout the world on records made from petroleum from the Middle East.

Soon my mother came home from work and asked if I would go to the drugstore to buy a few items she forgot to get yesterday.

Stop: Your mother is participating in the international. She is part of a global movement of women who have joined the work force.

I got on my bike and raced to the drugstore to buy a bottle of aspirin, after-shave, two bars of soap and this month's Reader's Digest

Stop: Now you are buying the internationl. You bought aspirin that came from Bayer, a world-wide German-based pharmaceutical company. You bought after-shave lotion made by British American Industries, a British-based multinational company. You bought Dial soap, a product of the Greyhound Corporation that brought you your morning bacon. Even Reader's Digest is international--it is printed in 15 languages in almost 100 countries.

When I returned home my mother told me that Dad is bringing home food from McDonald's for dinner and reminded me that it was my turn to set the table.

Stop: Now you are eating the international. McDonald's can be found in 23 countries.

After dinner I grabbed by baseball equipment and headed off to the playgound to meet my friends. I played for awhile and then went home because I remembered my father wanted me to work for an hour on my math homework before watching TV.

Stop: Now you are participating in the international. Baseball, an American invention, is played throughout the world. Even your equipment is international. Your glove was manufactured in Taiwan and your hat was imported from Hong Kong.

After doing my homework, I went to Sears with my mother to buy a pipe for my father, whose birthday is next week.

Stop: Again you are shopping the international. The Sears store you were in is just one of thousands of Sears and Roebuck stores in several countries. The pipe you bought your father is imported from Denmark. The pipe consists of a briar bowl that the Danes imported from Poland and a plastic stem that was manufactured in Italy from plastic that was produced by DuPont in a plant in Japan. The tobacco your mother bought to go with the pipe was manufactured in Holland from tobacco imported from Turkey and Virginia. The matches that your father will use to light his new pipe were manufactured by Diamond International in a plant in Spain from sulpher mined in Chile and wood pulp produced in Canada.

Returning home I watched TV until it was time for me to go to bed.

Stop: Now you are participating in international entertainment. Watching TV is the single most popular form of entertainment on the part of about one-fifth of the world's population. Moreover, many millions of people throughout the world will see the same show. You are watching "Hawaii Five-0" which is shown in more than 60 countries.

After getting a drink of water...

Stop: You have just plugged into another of the world-wide systems. The water you drank is part of the worlds's hydrologic system. The water you drank fell as rain on Hoover Reservoir two weeks ago. Three months prior to that it was part of the water a Chinese mother was using to bathe her infant daughter. Now you have used it to satisfy your thirst. Eight hours from now it will leave you as urine and two months from now it may be part of a summer rain falling on the streets of Paris.

I set my alarm clock and soon was fast asleep.

Stop: You began the day by encountering the international and you ended it the same way. Even in sleep you do not escape the international. Your mattress and bedding were bought at Sears who in turn purchased the mattress in Belgium, the sheets in Taiwan and the pillows in Ghana. As you begin your night of dreams, you enter the collective subconsciousness shared by all of humanity and perhaps with all the forms of life that are scattered among the stars that twinkle outside your bedroom window.

The Seymour Someday stories are a revision of original work by Professor Lee Anderson. Illinois. Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Bloomington, Indiana: Social Studies Development Center, 1979, pp. 20-23.

Skill: 1.06
Theme: Diversity

TOPIC: GLOBAL TRADE
Lesson II: Title: Organizing an Economy
Objective: At the conclusion of today's lesson, students will:
1. identify key characteristics of major economic systems operating in the world today;
2. identify major differences in world economic systems; and
3. identify major similarities in world economic systems.

Beginning the lesson: All societies must organize in order to deal with the basic economic problems concerning what goods will be produced, how the goods will be produced and how the goods will be distributed. There are three major economic systems existing in the world today.

Procedure: Lecture/Discussion

I. What are the major ways in which economies are organized?
   A. Traditional
   B. Market
   C. Command
   D. Mixed

II. How are these economic systems alike?
   A. All solve basic economic problems of group
   B. All include producing, exchanging, consuming

III. How are these economies different?
   A. Differ in terms of who makes decision
   B. Differ in terms of laws, values and motivation which influence decision making.

Guided Activity: Students will complete a handout on diverse economic systems.

Ending the lesson: Review charts
What are the three major economic systems?
What are the key characteristics of each?
In what ways are the systems alike?
In what ways do the systems differ?
Give examples of each of the systems.

Independent Activity: Continue to add to International Consumer Diary.

Resources
Traditional, command and market...

TRADITION, COMMAND AND MARKETS IN THE SOVIET AND AMERICAN ECONOMIES

1. List three examples of tradition, command and market elements in the United States economy.

   Tradition
   1.

   2.

   3.

   Command
   1.

   2.

   3.

   Market
   1.

   2.

   3.

2. List three examples of tradition, command and market elements in the Soviet economy.

   Tradition
   1.

   2.

   3.

   Command
   1.

   2.

   3.

   Market
   1.

   2.

   3.

Skill: 1.06
Theme: Interdependence

TOPIC: GLOBAL TRADE

Lesson III: Global Interdependence

Objective: At the conclusion of today's lesson, students will:
1. discuss why people trade; and
2. identify global trading partners.

Beginning the lesson: With whom does the U.S. trade? With whom do other nations trade? Use information students have collected from International Consumer Diary.
Why are all of these nations trading with each other?

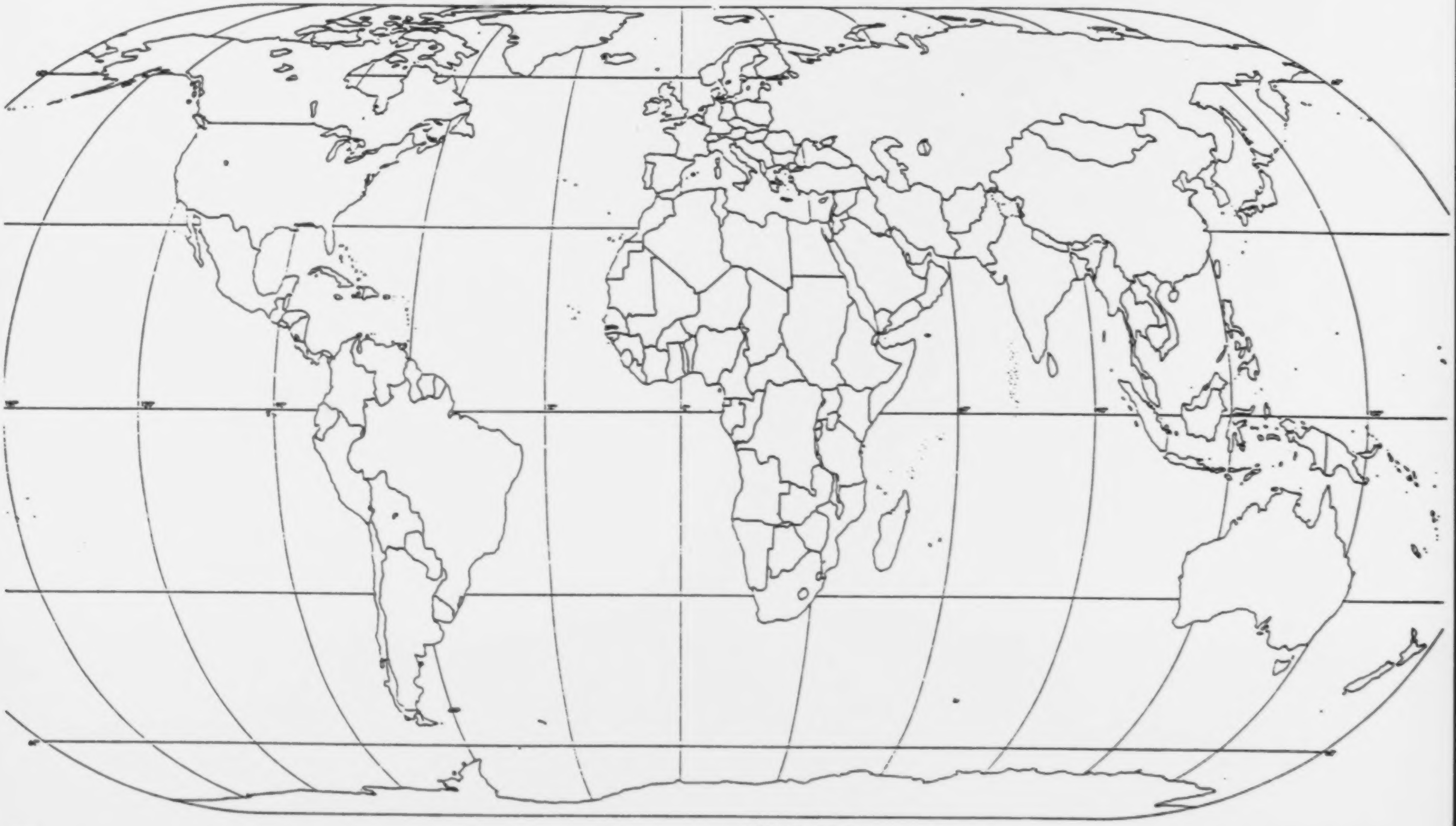
Procedure: Lecture/Discussion/Investigation/Map Skills
- I. Why do people trade?
  - A. Discuss needs
  - B. Discuss wants
- II. With whom do nations trade?
  - A. Use world map to indicate with whom the U.S. trades. Plot on large map
  - B. Divide class into seven groups representing continents. Divide group into import/export groups. Using world almanac or other source of import/export information, identify major exports of nations on continent. Plot exports on world map. Have other group plot imports of nations

Guided Activity: Ask each group to connect the major trade partners on a large world map using different colored yarn. (Have maps on display around room.)

Ending the lesson: Review major points of lesson.
What are wants?
What are needs?
What are the major trade routes?

Independent Activity: Continue to add to International Consumer Diary.

Resources: Yarn
Maps
World almanac



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Skill: 1.06
Theme: Change

TOPIC: GLOBAL TRADE
Lesson IV: How Nations Attempt to Control Trade
Objective: At the conclusion of today's lesson, students will:

1. discuss balance of trade;
2. identify economic control tactics, such as tariff, quotas, trade embargo, restriction and control; and
3. describe how groups use control tactics to control trade balance.

Beginning the lesson: Why is it better for a country to have a trade surplus rather than a trade deficit?
Procedure: Lecture/Discussion

- I. What is balance of trade?
  - A. Imports
  - B. Exports
- II. How do nations attempt to control trade to gain advantage?
  - A. Tariff
  - B. Quotas
  - C. Embargo
  - D. Cartel
  - E. Protectionism
- III. How do nations use these tactics?
  - A. Examples from newspapers (recent)
  - B. Examples from history

Guided Activity: Play "Global Trade Bingo" to assure that students understand terms (see handout).
Ending the lesson: Review major points of lesson.
What are tariffs, quotas, embargos and restrictions?
What is a cartel? Give an example.
Give examples of use of tactics from the news.
Give examples of use of tactics from history.
Independent Activity: Ask students to find information in newspapers concerning trade by cartel. Continue with International Consumer Diary.
Resources:
Global Trade Bingo

GLOBAL TRADE BINGO

IMPORT	RESTRICTION	COMMAND
CARTEL	EMBARGO	QUOTA
TRADITIONAL	FREE	FREE TRADE
MARKET	TARIFF	LINKAGES
EXPORT	BALANCE OF TRADE	SPECIFICATION

Write a simple definition of each term in the block.

The winner must have two bingos. Corners count.

Skill: 1.04
Theme: Interdependence

TOPIC: GLOBAL TRADE
Lesson V: Trading in a Global Age
Objective: At the conclusion of today's lesson, students will:
1. discuss reality of world trade--in the sense of "trading what you have";
2. discuss problems of global trade;
3. discuss the frustration of perceived disadvantages of global traders;
4. discuss international controls of trade activities; and
5. discuss conflict as possible outcome of trade.

Beginning the lesson: Trading in a global age is a very complex process. Today you will be able to experience the process of trading globally.

Procedure: Role play--"Trading in a Global Age" (see attachment)

Suggestions:
1. Explain role play on Day I and play on Day II.
2. Limit interaction to approximately 20 minutes.
3. Leave time for thorough debriefing--tempers may flare as game intensifies!

Ending the lesson: DEBRIEFING SESSION

What did you have to trade?
Did all groups have same things? Is that the way it is in the real world?
What were some problems that you had in trading?
Are these problems of nations?
What international controls were in place?
How were the international controls enforced?
In what ways could trading create conflict between nations?

Independent Activity: Continue work on International Consumer Diary and bring to class tomorrow.

Resources:
Handout "Trading in a Global Age"
Three complete flashlights (parts must be interchangeable)
Three paper bags

TRADING IN A GLOBAL AGE

Object of the game for your nation: to get a working flashlight. A working flashlight must be put together correctly, containing the following parts:

- Two batteries
- One case
- One top
- One reflector
- One bulb
- One plastic lens
- One plastic connector ring (Note: international law requires a connector ring for safety purposes)

Make sure that your nation has people filling the following roles:

- One president, who leads in the making decisions
- One technician, who assembles parts
- One recorder, who keeps written account of supplies and transactions on Transaction Record sheet
- Six diplomats, who meet with other nations' diplomats to trade (if your group has less than nine people, reduce the number of diplomats)

IMPORTANT NOTE: Only TWO diplomats work during each negotiating period. After every two negotiating periods, diplomats change. Decide which two diplomats will represent your nation during the first two negotiating rounds, which two diplomats for negotiating rounds three and four and so forth. Recorder should write names in the appropriate spaces on the Transaction Record sheet. If the activity lasts longer than six negotiating rounds, diplomats should just repeat their order.

Rules for meetings between diplomatic representatives of different nations:

1. Representatives may not go directly to other groups; instead, they must meet with other representatives in a neutral zone only during official negotiating periods.
2. Representatives' negotiating periods are:
   a. limited to one minute and
   b. limited to one transaction (that is, only one exchange of parts, advice or money may occur).
3. Representatives cannot take their nation's packet outside of the group.

STUDENT MONITOR ROLE SHEET

As a student monitor, you play an important role as a neutral observer of the simulation activity. You will be stationed at a neutral negotiation site designated by the teacher. Here, you will observe transactions and enforce the following rules:

1. Groups can communicate with each other through their diplomatic representatives. New diplomats are appointed after the completion of every set of two negotiating rounds.
2. Diplomats of other countries can only meet with each other in the neutral negotiating areas. Their negotiating periods are limited to one minute; these periods are regulated by the teacher.
3. Only one transaction may occur during each negotiating round. A transaction is defined as one exchange of parts, advice or money, although the quantity of parts, advice and money is not limited.

In addition to enforcing these rules, you should pay attention to the following items:

1. How well do the diplomats communicate with each other? What traits do they exhibit? For example, do they seem to be honest or dishonest? What evidence can you cite?
2. If communication breaks down, can you detect the source of the misunderstanding?
3. Do you perceive each country differently as the diplomatic representatives change? If so, why?

IMPORTANT NOTE: Although one of your responsibilities is to enforce the rules, a heavy-handed role is unnecessary. If after one or two warnings, the students still refuse to listen to you, contact the teacher for assistance. The instance of breaking the rules is important to reveal in the discussion after the activity is finished because it shows some of the difficulties of "international trade."

Simulation used in Global Studies Workshop by Bob Freeman, Bay Area Global Studies Project, Fox, Arkansas, Summer 1986.

TRANSACTION RECORD

Extra parts we have: (bargaining tools)	Parts we need:
Cross off/add as traded and received	Cross off/add as traded and received

	What we traded	
Rounds	Group______________	Group_______________
1		
2		
3		
4		
5		
6		
7		

Skill: 1.02
Theme: Interdependence

TOPIC: GLOBAL TRADE

Lesson VI: International Linkages--Arkansas and the World

Objective: At the conclusion of today's lesson, students will:

1. list trade linkages between themselves and the world; and
2. discuss trade linkages between Arkansas and other nations.

Beginning the lesson: Sometimes we don't see ourselves as part of the global market place; however because of imports and exports each of us may shop at the global market place every day. Today, I would like for you to recognize that you are a global consumer and that Arkansas is a global producer.

Procedure: Lecture/Discussion/Map Skills

I. How are we connected globally as consumers?
    A. Using the International Consumer Diary, list the items that you have used from the global market
    B. Using a world map, plot the information by drawing lines from Arkansas to the countries
II. How are we connected globally as producers?
    A. Discuss major Arkansas exports
    B. Discuss the importance of global market place to Arkansas
    C. Plot information on world map

Guided Activity: Read the newspaper article "Tyson View of Exports Changed, Official Says." Answer the questions. Ask students to plot any new markets with *.

Ending the lesson: Summarize the lesson.
From what countries do we buy our consumer goods?
What were the top three countries?
On what continent are they located?
What are the major Arkansas exports?
Where do the exports go?
Are they the same countries from which we import our consumer goods?
Why is the global market important to Arkansas?

Independent Activity: None

Resources: International Consumer Diary
World map
Colored pens
"Tyson View of Exports Changed, Official Says"

The World Bank

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TYSON VIEW OF EXPORTS CHANGED, OFFICIAL SAYS

FAYETTEVILLE--As recently as two years ago, poultry processors such as Tyson Foods, Inc., of Springdale considered export markets "a necessary evil" and "a dumping ground" for excess products.

Today Tyson's is working hard to develop processed chicken products to export to Japan, the company's ecports sales manager, Lynn Claypool, said Tuesday.

Conference for 36 teachers

Claypool discussed agricultural exports with 36 Northwest Arkansas teachers attending a conference at the University of Arkansas at Fayetteville.

The two-week-long conference that ends Friday is designed to help teachers incorporate economics of food and fiber systems into their curricula.

David Dubell, president of Pel-Freeze, Inc., of Rogers, and UA agricultural economist Ed Fryar also spoke.

Claypool said Tyson's, like other poultry firms, for several years has balanced America's white meat consumption with the Far East preference for dark meat.

But the chicken has been exported and sold in raw, rather than processed, form, and international marketing was seen as a way to get rid of poultry products that exceeded domestic demands, he said.

Export target areas

Tyson's has stepped up its export research work and recently contracted with C. Itoh, Japan's largest importing firm, to develop a processed chicken product for that nation, Claypool said.

He said Tyson's, which also exports to Singapore and Hong Kong, is now seriously looking to the Middle East as a potential market since Brazil's poultry exports there have decreased.

In the past Brazil could sell chicken in the Middle East more cheaply than Tyson's because the South American government subsidized the product, Claypool said.

Claypool predicted that China will become another market in a few years, but Dr. Fryar said China will have to become more developed before that happens.

Example of small-firm effect

Dubell told teachers to stress to their students that even small businesses in small Arkansas towns are affected by the international economy.

He noted that his company at Rogers, which sells rabbit meat for food as well as biological products for medical research and diagnosis, was recently affected by a policy change in China.

He said Chinese rabbit meat producers have been one of his competitors in the United States for years. But when that nation decentralized its decision-making recently, Dubell said, many farmers stopped growing rabbits, and the demand in the United States exceeded the supply.

He said his company is now expanding to meet that demand.

Arkansas Gazette
June 24, 1987

ARKANSAS AND THE WORLD

1. What was the attitude of Tyson Foods, Inc. toward exports a few years ago?
2. What countries are importing Tyson chicken?
3. According to the article, what information do students need to know about the global market place?

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HUMAN RIGHTS

Human rights, a basic freedom and dignity that every person is entitled to is simply derived from the person's status as a human being. Not every right is necessarily classified as a human right. One scholar suggested four criteria for determining when a right is a human right: (1) all people have this right; (2) it is held by all people equally; (3) it is not affected by the status of a person; and (4) it can be protected against the actions of all people and institutions. Only when all these four criteria are met, can a right be considered a human right.

Human rights have been divided into five categories: social, cultural, economic, civil and political. **Economic, social and cultural rights** concern the rights of self-determination. Everyone has the right to the enjoyment of just and favorable conditions of work, to form trade unions, to social security, to an adequate standard of living, to the enjoyment of the highest attainable standard of physical and mental health, to education and to take part in cultural life and enjoy the benefits of scientific progress.

Civil and political rights also deal with self-determination. People should not be deprived of means of sustenance. Everyone has the right to life; sentence of death should be imposed only for the most serious of crimes. Everyone has the right to liberty and security of person; to freedom of thought, conscience and religion; to equal treatment in the courts; to be presumed innocent until proven guilty; to peaceful assembly; to freedom of association and to take part in public affairs. No one should be subject to torture, slavery, forced labor or arbitrary interference with his privacy, family, home or correspondence.

The United Nations has been the principal international body involved in establishing a definition of human rights equally relevant and applicable to all nations.

The **Universal Declaration of Human Rights** was adopted by the General Assembly in December of 1948 without a dissenting vote. (There were eight abstensions, including the Soviet Union.) The document proclaims that "all human beings are born free and equal in dignity and rights" and that they are entitled to certain basic rights regardless of "race, colour, sex, language, religion, political or other opinion, national or social origin, prosperity, birth or other status."

Among the rights listed in the declaration are: "the right to life, liberty and security of person;" the right not to be enslaved; the right not to be tortured or arrested arbitrarily; the right to have equal protection of the law and other safeguards of legal due process; the right to have privacy, family and employment; and the right of citizens to take part in the political process of their country. The declaration also incluces the freedoms of thought, expression, religion, movement and residence and it speaks of the ecomonic, social and cultural rights indispensable for dignity and free development of personality. The declaration asserts, "Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food, clothing, housing, medical care and necessary social serivces, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control."

The General Assembly of the United Nations adopted two additional resolutions in 1966, the **International Covenant of Economic, Social and Cultural Rights** and the **International Covenant on Civil and Political Rights** and its Optional Protocol. These came into force ten years later when the required number of nations had ratified them. The Universal Declaration of Human Rights and the two covenants are referred to as the **International Bill of Rights.** Other important international accords concerning human rights include the **Convention on the Prevention and Punishment of the Crime of Genocide**, the **Convention on the Elimination of All Form of Racial Discrimination, Amnesty International** and the **Helsinki Final Act.**

There are numerous examples of **violations** of the Universal Declaration of Human Rights. In **North America and Western Europe**, human rights abuses that occur are mostly isolated cases. In Italy some accused have waited up to ten years in jail before their cases reached a final verdict. In Britain, each year brings a handful of arbitrary arrests and police brutality in Northern Ireland, where Roman Catholic and Protestant terrorist groups operate. France and West Germany have jailed young people who refuse, because of personal beliefs, to serve in those nations' armed forces. One rights group, Amnesty International, calls the widespread use of the death penalty in the United States a serious violation of prisoners' rights.

In **Latin America**, human rights violations are more widespread than in North America and Western Europe. In the 1970s, Latin America led the world in political killings and disappearances. But a trend from military rule to democracy in much of the region has improved its human rights record in the 1980s. Torture, however, still troubles Chile and Paraguay, which remain under military rule. In Guatemala and El Salvador, leftist rebels and state armies are accused of murdering political opponents. Citizens of Cuba cannot elect their leaders. Nicaragua's Marxist-led regime has cracked down on dissenters and stifled the press. In Mexico, the ruling party is said to control elections through fraud.

The **Soviet-bloc nations** allow little political debate or free expression. Jail often awaits dissidents. In the Soviet Union, some political prisoners are sent to psychiatric hospitals, where they are treated for their "disease" with drugs. Freedom of religion varies. In Hungary, Roman Catholic and Lutheran churches flourish. In Poland, public outrage led to the arrest and conviction of state security agents who murdered Father Jerzy Popieluszko, a popular human rights activist. Elsewhere in the region those who practice any religion are often denied jobs, decent housing and admission to collge.

In **Africa and the Middle East** the top human rights story is in South Africa. There, a ruling white minority enforces apartheid--strict separation of the races. Laws restrict where the black majority may live, work and travel. Arrests and disappearances are common. Most other African nations are military dictatorships or one-party states. These regimes often jail and torture suspected political opponents. Even where Africans have freedom, many are too poor or badly educated to enjoy their rights. In the Middle East, Israel maintains tight control over the Palestinian Arabs. Egypt and Algeria hold elections but check debate. Civil war rages in Lebanon. Syria and Libya crush dissent. Iran and Iraq remain at war.

In **Asia**, Communist governments are the worst violators of human rights. In Afghanistan, where the Soviet army is fighting Moslem rebels, political killings are common. In Indochina, Vietnam's leaders have tightened their grip at home and on Laos and Cambodia. China still imposes strict rules for family life. Couples are pressured to have only one child, and rights groups report many cases of forced abortion and sterilizations. South Korea is marred by abuses against activists and students demanding open elections.

The ultimate abuse of human rights is the deliberate destruction by a government or its agents of a racial, sexual, religious, tribal, ethnic or political minority. This deliberate destruction is called **genocide.** It can involve not only mass murder, but also starvation, forced deportation, and political, economic and biological subjugation. Genocide consists of at least three components: the **victimizer**, the **victim** and the **genocidal act or acts.** Many examples of genocide have occurred during the nineteenth and twentieth centuries. Although we often think of the Holocaust as the worst example of genocide, the Khmer Rouge destruction in Cambodia, the East Pakistani destruction of the Bengalis and the continued destruction of South American Indian tribes are also genocidal acts of great magnitude.

Because of the diversity of value systems and perspectives existing in the world, agreement on what constitutes human rights abuse is often in question. Different political systems view human rights differently. Although the Universal Declaration of Human Rights appears to be an ambiguous and unenforceable document, it provides "a common standard of achievement" for all people in all nations. In addition, the Declaration provides a list of basic needs and reasonable expectations and is an internationally accepted reference point for victims of human rights violations.

Skill: 1.02
Theme: Values

TOPIC: HUMAN RIGHTS

Lesson I: Defining Human Rights

Objective: At the conclusion of today's lesson, students will:

1. define human rights; and
2. identify the criteria used to determine human rights.

Beginning the lesson: Are there any rights that you have just because you are human? Do all humans share these rights? Are these rights conditional or absolute?

Procedure: Lecture/Discussion

I. What are human rights?
    A. Basic political and social conditions
    B. Different groups have different perspectives of definition
II. What are the basic criteria for determining a human right?
    A. All people have the right
    B. All people have the right equally
    C. Right not affected by status
    D. Right can be protected against actions of all people and institutions

Guided Activity: Students will develop a list of rights that meet the criteria for determining a human right. List will be shared and written on the board.

Ending the lesson: Review main points of lesson.
What are human rights?
What are the four criteria for determining a human right?

Independent Activity: Ask students to begin collecting newspaper and/or magazine articles about human rights.

Resources: None

Skill:1.02
Theme: Values

TOPIC: HUMAN RIGHTS

Lesson II: Types of Human Rights

Objective: At the conclusion of today's lesson, students will:

1. identify the five types of human rights; and
2. define and give examples of the five types of human rights.

Beginning the lesson: Does everyone have the "right" to reproduce? Does everyone have the "right" to live in their home without fear of arrest? Today we are going to learn about the different types or categories of human rights.

Procedure: Lecture/Discussion

I. What are the basic types of human rights?
   A. Civil
   B. Political
   C. Economic
   D. Social
   E. Cultural

Guided Activity: As teacher call out a specific "right," students will identify the correct category.

Ending the lesson: Review main points of lesson.
What are the five basic types of human rights?
What is the definition of each term?
What are examples of each type of human right?

Independent Activity: Students will make a picture book of examples of the five types of human rights. Select a minimum of 15 pictures and write a caption for each one. Continue to collect articles from newspapers/magazines.

Resources: None

Skill: 1.05
Theme: Conflict

TOPIC: HUMAN RIGHTS
Lesson III: Abuses of Human Rights
Objective: At the conclusion of today's lesson, students will:
1. identify major human rights violations.

Beginning the lesson: Although we have discussed the fact that humans have rights--just because they are human--we also know that all groups do not necessarily agree on what rights are basic. Human rights are violated and abused. Today we will consider major abuses of human rights.

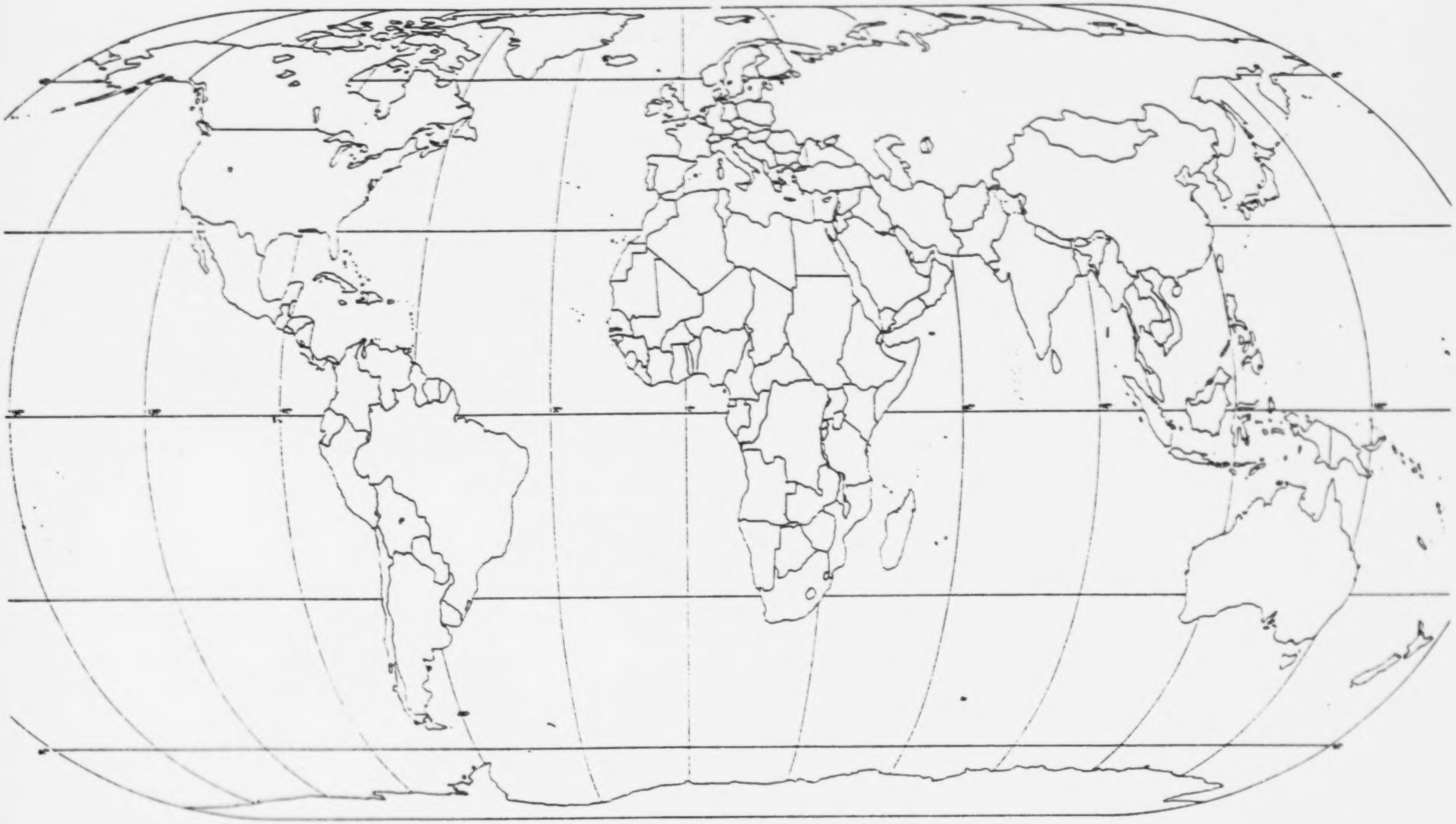
Procedure: Lecture/Discussion/Map Skills
I. What human rights are being violated in major world areas?
   A. North American and Western Europe
   B. Latin America
   C. Africa and the Middle East
   D. The Soviet Bloc
   E. Asia

Guided Activity: On a world map, color in the countries where major human rights abuses are occuring.

Ending the lesson: Review of main points of lesson.
Where are human rights being abused?
What type of rights are being abused?

Independent Activity: Continue to search newspapers/ magazines for human rights articles. Add any information you have gained to the map begun during the guided activity.

Resources: World map



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Skill: 1.05
Theme: Conflict

TOPIC: HUMAN RIGHTS

Lesson IV: The Ultimate Abuse of Human Rights--Genocide

Objective: At the conclusion of today's lesson, students will:

1. define genocide;
2. identify components of genocide; and
3. discuss examples of nineteenth and twentieth century genocide.

Beginning the lesson: The ultimate abuse of human rights is the taking of human life. Sometimes whole groups are killed and/or abused. We call this genocide.

Procedure: Lecture/Discussion

I. What is genocide?
  A. Define term
  B. Identify various methods of group destruction
II. What are the components of genocide?
  A. Victimizer
  B. Victim
  C. Genocidal acts
III. What are some examples of nineteenth and twentieth century genocide?
  A. American Indians, 1607-1890
  B. Tasmanian Maoris, 1800s
  C. Armenians, early 1900s
  D. European Jews, 1933-45
  E. European Gypsies, 1939-45
  F. South American Indians, 1960s-present
  G. Hindus, 1971-72
  H. Buddists of Tibet, 1950
  I. Cambodians, 1970-80

Guided Activity: Using the examples of genocide, identify in each situation the victims, the victimizers and the genocidal acts.

Ending the lesson: Review main points of lesson.
What is genocide?
What methods have been used for group destruction?
What are the components of genocide?
What are some examples of genocide?

Independent Activity: Continue to collect articles from newspapers/magazines on human rights.

Resources: None

Skill: 1.02
Theme: Value

TOPIC: HUMAN RIGHTS

Lesson V: Human Rights Protection

Objective: At the conclusion of today's lesson, students will:

1. identify international agreements designed to address the issues of human rights; and
2. identify the basic protection of human rights addressed by each agreement.

Beginning the lesson: How are the weak protected from the strong? How are the powerless protected from the powerful?

Procedure: Lecture/Discussion

I. What international agreements are in place to protect human rights?
   A. U.N. Universal Declaration of Human Rights, 1948
   B. Amnesty International, founded 1961
   C. International Convention on the Elimination of All Forms of Racial Discrimination, 1965
   D. U.N. International Covenant on Economic, Social and Cultural Rights, 1966
   E. U.N. Covenant on Civil and Political Rights, 1966
   F. Helsinki Final Act, 1975
   G. U.N. Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984

II. What specific rights are addressed by the international agreements?
   A. U.N. Universal Declaration of Human Rights, "life, liberty and the security of person"
   B. Amnesty International, concerned with international human rights with focus on prisoners
   C. International Convention on the Elimination of All Forms of Racial Discrimination, specifically names aparthied as racial discrimination
   D. U.N. International Covenant on Economic, Social and Cultural Rights, places work conditions, trade unions and family protection into human rights considerations
   E. U.N. Covenant on Civil and Political Rights, outlines human rights to freedom of movement, equality before the law, freedom of opinion and expression
   F. Helsinki Final Act, provides for freer movement of people, ideas and information between East and West and for basic human rights

G. U.N. Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, speaks for itself

Guided Activity: Using today's notes, list six international agreements designed to address the issues of international human rights. Beside each, identify specific human rights issues associated with the agreement.

Ending the lesson: Review main points of lesson.

What agreements have been made between nations to address the issues of human rights?

What issues have been addressed specifically?

Independent Activity: Continue to look for newspaper/magazine articles about human rights.

Resources: None

Skill: 1.04
Theme: Perspective

TOPIC: HUMAN RIGHTS

Lesson VI: Differing Views of Human Rights

Objective: At the conclusion of today's lesson, students will:

1. discuss how different perspectives cause people to have different views about human rights.

Beginning the lesson: Everybody favors human rights in theory, but tying theory to practice produces a variety of differing viewpoints.

Procedure: Problem-solving

I. Divide the class into groups of three.
II. Ask each group of students to discuss the issues of human rights in terms of how they think the following people would respond:
   A. U.S. government spokesperson
   B. Soviet official
   C. South African worker (black)
   D. South African factory owner (white)
   E. African Socialist leader
   F. West German banker
   G. Latin American church leader

Guided Activity: Debriefing the lesson. Ask each group to respond to each "person." Keep notes of responses.

Ending the lesson: Review main points.
Why did we have so many different perspectives?
Do you think that this is true in the real world?
Why do we have so many views?

Independent Activity: Continue to find newspaper/magazine articles on human rights. Bring to class tomorrow.

Resources: None

Skill: 1.02
Theme: Value

TOPIC: HUMAN RIGHTS

Lesson VII: Plotting Human Rights Activity

Objective: At the conclusion of today's lesson, students will:

1. identify categories of human rights that have been in the news recently; and
2. plot human rights stories on a world map.

Beginning the lesson: We have been reading the newspaper and news magazines to identify human rights issues for the past few days. Today let's categorize those issues and plot them on a world map.

Procedure: Categorization/Map Skills

- I. What human rights issues have been making the news?
  - A. List issues
  - B. Categorize issues
- II. Where have these issues been of concern?
  - A. Identify country
  - B. Identify continent

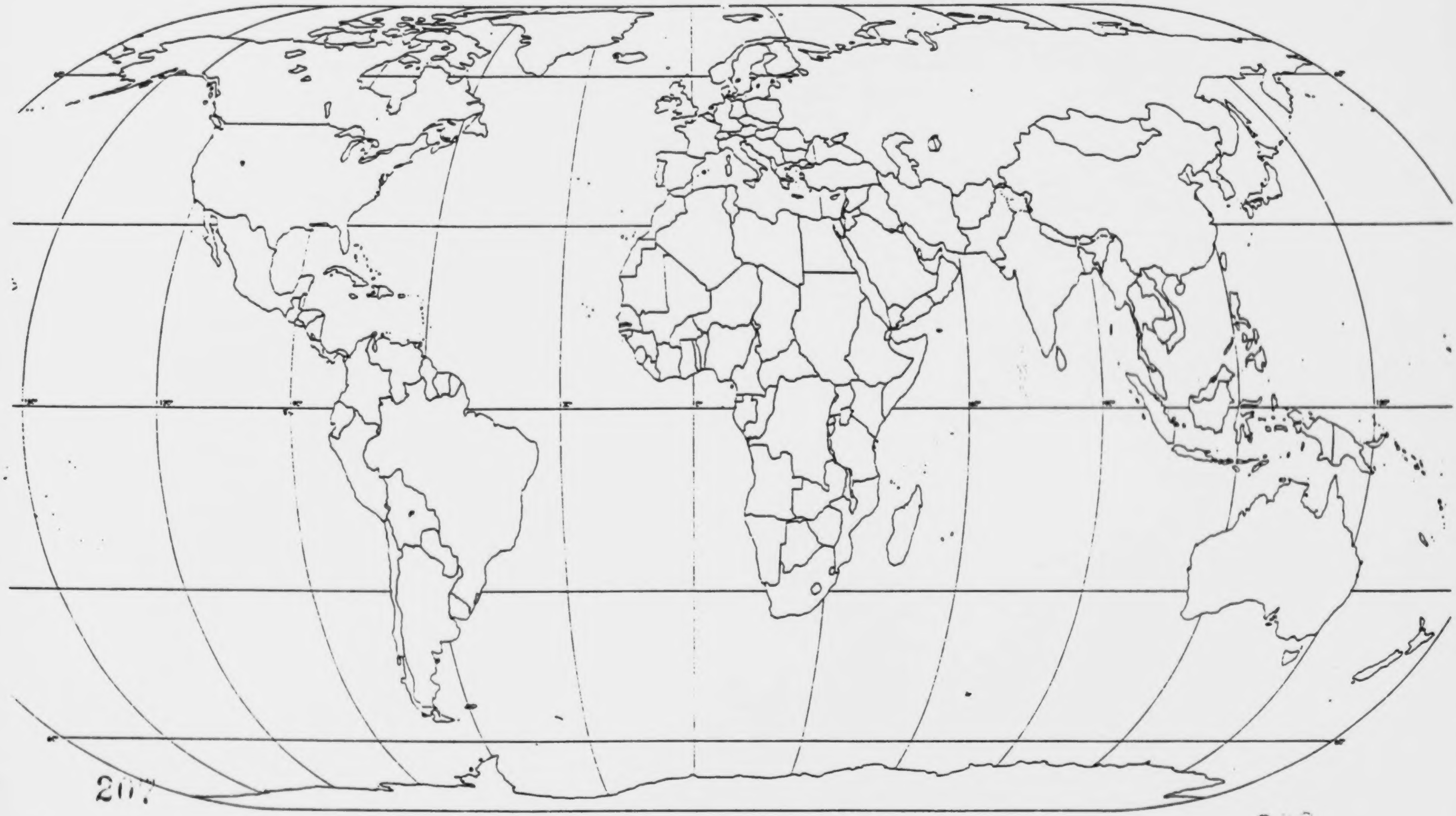
Guided Activity: On a world map, plot the human rights issues for the past two weeks.

Ending the lesson: Review main points.

What issues concerning human rights have been in the news?
How are the issues categorized?
Where in the world have most issues occurred?

Independent Activity: None

Resources: World map
Homework collection of articles



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HUNGER: A GLOBAL PROBLEM

Hunger is a craving, pain or physical deterioration due to the body's unsatisfied need for food. This need reflects the lack of proper nutrients and sufficient calories to function at an efficient level of production. For whatever reason it exists, hunger can create frustration, anxiety, anger and sometimes violence. These emotions, combined with reduced productive capacity, can create problems for countries, continents and even the world as a whole. Hunger is divided into two main categories.

The first category is **malnourishment**. People who suffer from malnourishment receive less than the needed calories and/or nutrients to function properly. They tire easily and are fairly susceptible to disease and many are unable to maintain an active working life.

The second category is **undernourishment**. People who suffer from undernourishment have a severe lack of needed nutrients and calories. They have difficulty working for any period of time and are highly susceptible to disease. The bottom level of the undernourished is the level of **starvation**. These are the people who take in less than a subsistence level of food nutrients, and most would die even if they received food because their bodies are severely deprived.

Approximately 730 million people fall into these two categories. Approximately 340 million are at the undernourished level with approximately 30 percent of these at the subsistence level. Each minute, 24 people around the world die from hunger and hunger related diseases. Eighteen of these 24 are children under the age of five.

The vast majority of the world's hungry are found in the less developed countries of Asia, Africa and Latin America. Less than 10 percent of the world's hungry are found in developed countries, and these are almost always in the malnourished category.

There is enough food produced each year to feed the people of the earth and eliminate undernourishment. Hunger exists for two basic reasons: population growth and the inequality of food distribution.

The population of the world has increased dramatically in modern times. This growth is due to a rising birth rate combined with a decreasing death rate. As better sanitation and advances in medical science have improved conditions, life span has been increased for the world's population. The population growth of industrialized nations has become relatively stable, while the population growth of less developed countries is far from stable despite attempts to limit population growth by some governments. Tradition, custom, religion and economic factors often block efforts to control birth rates. Basically, population is increasing most rapidly in less developed areas.

Growth of population in the less economically developed nations has led to the second and major cause of hunger--the problem of food distribution, both globally and within individual countries. Increased affluence in developed countries has led to increased demand for more food at the same time that increased population in less developed countries has led to increased need for food. This has created an imbalance in the distribution of food and has placed increasing strain on relations between "have" and "have not" nations. As affluent countries demand more food, the price increases everywhere, making it even more difficult for poorer countries to buy food and the technological aids needed for the production of food.

Within individual countries, the distribution of food is the primary cause of hunger, but there is no one cause of poor distribution that will apply to all countries suffering from hunger. Deliberate political and economic decisions by governments have increased hunger among the populations of many countries. Some governments have increasingly stressed industrialization and/or exporting of agriculture products to the detriment of traditional patterns of subsistence farming. Governments which have chosen this path put increasing amounts of resources to the more heavily populated urban areas where violence and rebellion are more likely to erupt. This is especially true if the current government used violence and rebellion to gain control. Food used as a weapon against dissident groups or minorities is especially prevalent among some of the less developed nations.

Conflict often interferes with the distribution of food. Many of the less developed countries are currently, or recently have been, involved in warfare. War takes agricultural workers from the fields and often damages or destroys valuable farmland, as well as siphoning food into the hands of the military.

Famine is the widespread lack of food or lack of a major food source which leads to hunger on a large scale. Drought and disease are natural causes of famine. Agricultural misuse and urban expansion are manmade causes of famine. Combinations of all these conditions often occur. Famine can be the most easily dealt with of the factors creating hunger, but massive relief aid, new agricultural methods and relocation of populations may work only if the government of the affected country is willing and able to tackle the problem.

There is no one solution to the world's hunger problem because there is no one single factor creating the problem throughout the world. Each area affected by widespread hunger must be analyzed to find the causes of hunger. Then effective criteria, which might include food relief, education, changing agricultural methods and pressure on governments to see that food reaches the hungry, can be established to deal appropriately with the problem. Because some situations are long term, the difficult process of changing traditional cultural behaviors may be necessary for long term solutions. Throughout the world many individuals and groups are devoted to helping the world's hungry. Ultimately the success of any program for alleviating hunger depends on understanding the problem as well as understanding acceptable solutions in light of a group's culture. There is no simple solution to the complex problem of world hunger.

Skill: 1.02, 1.03
Theme: Interdependence

TOPIC: HUNGER: A GLOBAL PROBLEM

Lesson I: What is Hunger and What are Its Effects?

Objectives: At the conclusion of today's lesson, students will:

1. define hunger;
2. identify categories of hunger;
3. describe major physical aspects of hunger; and
4. describe emotional aspects of hunger.

Beginning the lesson: Using tape "We Are the World" or pictures to focus, discuss events in Ethopia or other problem areas. Tie into the wider problem of global hunger.

Procedure: Lecture/Discussion

I. What is hunger?
    A. Brainstorm word hunger
    B. Definition of hunger
II. What are the two major catagories of hunger?
    A. Malnutrition
    B. Undernourishment
III. What are the physical aspects of hunger?
    A. Caloric and nutrient deficiency
    B. Physical symptoms which result
IV. What are the emotional aspects of hunger?
    A. Nutrient deficiency
    B. Emotional symptoms which result

Guided Activity: Hand out quotation from Arthur Simon's Bread for the World. Ask students to read the first paragraph, select and write four sentences that reflect the information in today's lesson. Share findings.

Ending the lesson: Review the major points of lesson.
What is hunger?
Do you think well when you are hungry?
What can hunger do to a person?
How do you know when a person is hungry?

Independent Activity: Have students read the last paragraph of the quotation and bring to the next class their written impression of the emotional effects of severe hunger.

Resources: Tape "We Are the World" or pictures
Deficiency/Disease Chart
Simon, Arthur. Bread for the World

DEFICIENCY/DISEASE CHART

	SYMPTOMS	
DISEASE	PHYSICAL &	EMOTIONAL
Kwashiorkor Protein Deficiency	Swollen stomach Stunted growth Tissues waste away Hair turns reddish	Apathy Depression Irritability
Pellagra Protein Deficiency	Rough, irritated skin Diarrhea Death	Apathy Depression Irritability Madness, if untreated
Blindness **Eye Disease** Vitamin A Deficiency	Night blindness Rough, dry skin Linings of gastrointestinal and urinary systems degenerate	Depression Apathy
Beri-beri Vitamin B Deficiency	Tingling and numbness of arms and legs May result in paralysis or even death Appetite loss Slower reflexes	Depression Apathy
Scurvy Vitamin C Deficiency	Gums swell and bleed Teeth loosen and may fall out Wounds won't heal Painful joint swelling	Depression Apathy
Rickets Vitamin D Deficiency	Soft bones Strange, abnormal shapes of bodies due to soft bones which harden	Depression Apathy

"Nutritionists have proved ...that the baby who wants for sufficient calories and proteins during his final intra-uterine weeks and his first months on earth will be **permanently** damaged mentally, because the brain cells that were programmed to multiply during this period were not able to do so for lack of food. Even if by some miracle the child is entirely well-fed later on, this condition is irreversible."

Susan George
How the Other Half Dies
The Real Reasons for World Hunger

Hunger is a child with shrivelled limbs and a swollen belly. It is the grief of parents, or a person gone blind for lack of Vitamin A. A single example of hunger is one too many. ...They (the hungry) don't get enough calories to make a normal life possible and their number is increasing. When famine reaches dramatic proportions, we occasionally view on television the faces of hunger in refugee camps, shanty towns, or crowded city streets. But for the most part, hunger is invisible. Relatively few victims have shrivelled limbs or beg from tourists. Instead they suffer for years in quiet obscurity. Their bodies and their minds function at half pace. They get sick too often and die too soon. When death arrives, it seldom comes as an undisguied case of starvation. Usually it takes the form of measles or diarrhea or some other ordinary disease.

In *Living Poor*, Moritz Thomsen, a 48-year-old farmer from the state of Washington, tells of his experience as a Peace Corps volunteer in a remote village in Ecuador. During a drought, people in a nearby village "were selling their children before they died of hunger; autopsies on the ones who had died revealed stomachs full of roots and dirt." In his own village, the birth of a stillborn child was occasion for jubilant celebration, since it means that someone had become an *angelito* (little angel) without all the suffering.

Arthur Simon
Bread for the World

Skill: 1.02, 1.06
Theme: Interdependence

TOPIC: HUNGER: A GLOBAL PROBLEM

Lesson II: How Many People Suffer from Hunger and Where are They?

Objectives: At the conclusion of today's lesson, students will:

1. discuss the extent of hunger in the world;
2. locate major problem areas on world map; and
3. explain why people in these areas might suffer from hunger.

Beginning the lesson:

--Read and discuss the poem by Appadura, Arithmetic of Poverty.

--Stress children's hunger and possible frustration of parents.

Procedure: Lecture/Discussion/Map Skills

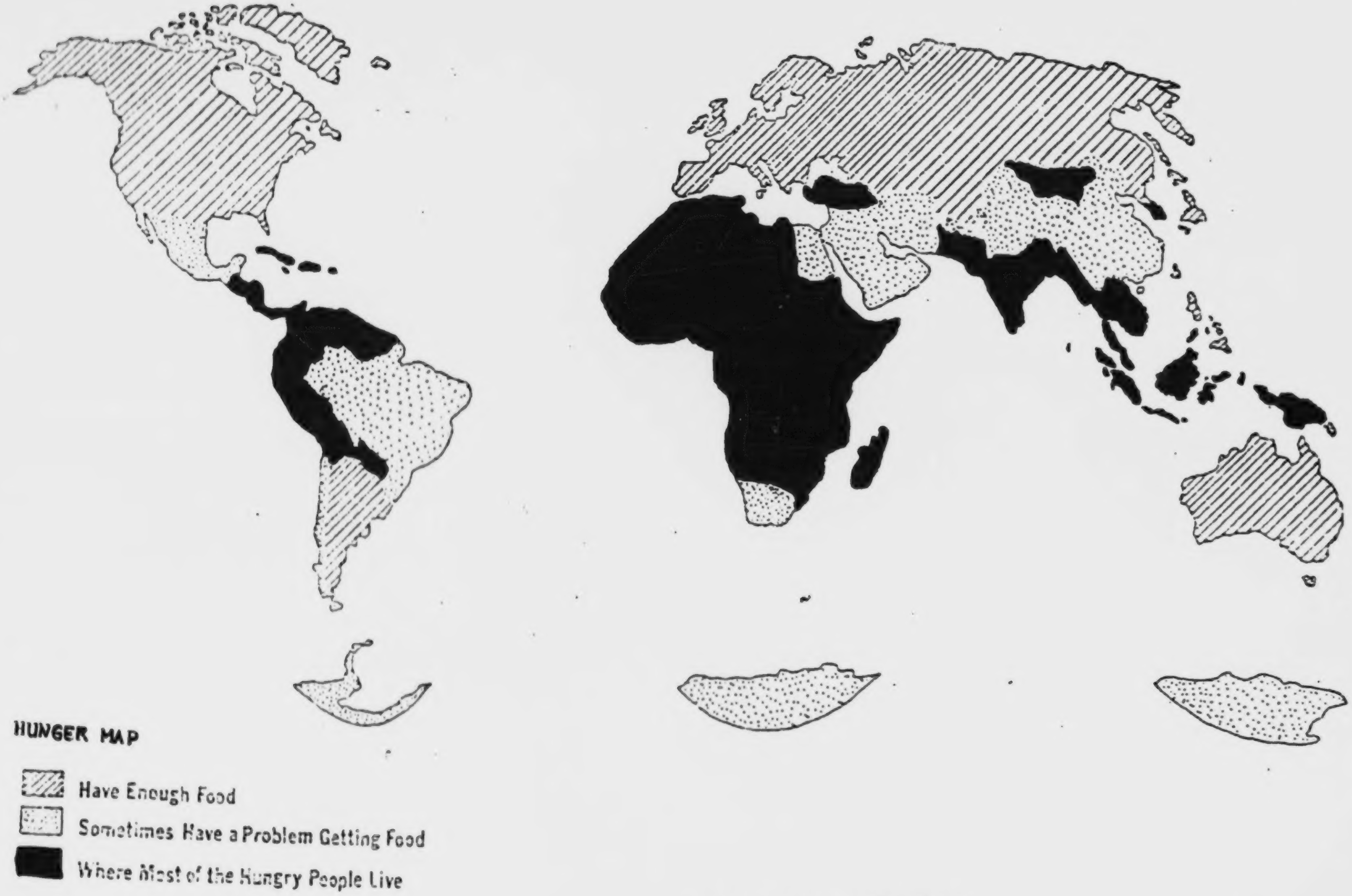
- I. How many people suffer from hunger?
  - A. Numbers
  - B. Who suffer from hunger
- II. Where are the areas of greatest concern?
  - A. Map showing distribution of hunger
  - B. Discussion of where hungry are located.
- III. Why, in general, do these areas suffer from hunger?
  - A. Global law of supply and demand
  - B. Environmental and social factors

Guided Activity: Have students identify at least ten countries representing at least three continents from the shaded black area of the map handout. Using world almanac or other information source, ask students to collect information and draw conclusions about hunger in the specific countries.

Ending the lesson: Discuss conclusions and restate major points of lesson.
How many are hungry?
Where are most of these people?
Why are they having a problem?

Independent Activity: Hand out world map and list of cities expected to be over five million by the year 2000. Have students locate these on the map by number.

Resources: Appadura, Arithmetic of Poverty
Hunger map
"Largest cities" list and key
World almanac or other informational sources
World map



HUNGER MAP

▨ Have Enough Food
░ Sometimes Have a Problem Getting Food
■ Where Most of the Hungry People Live

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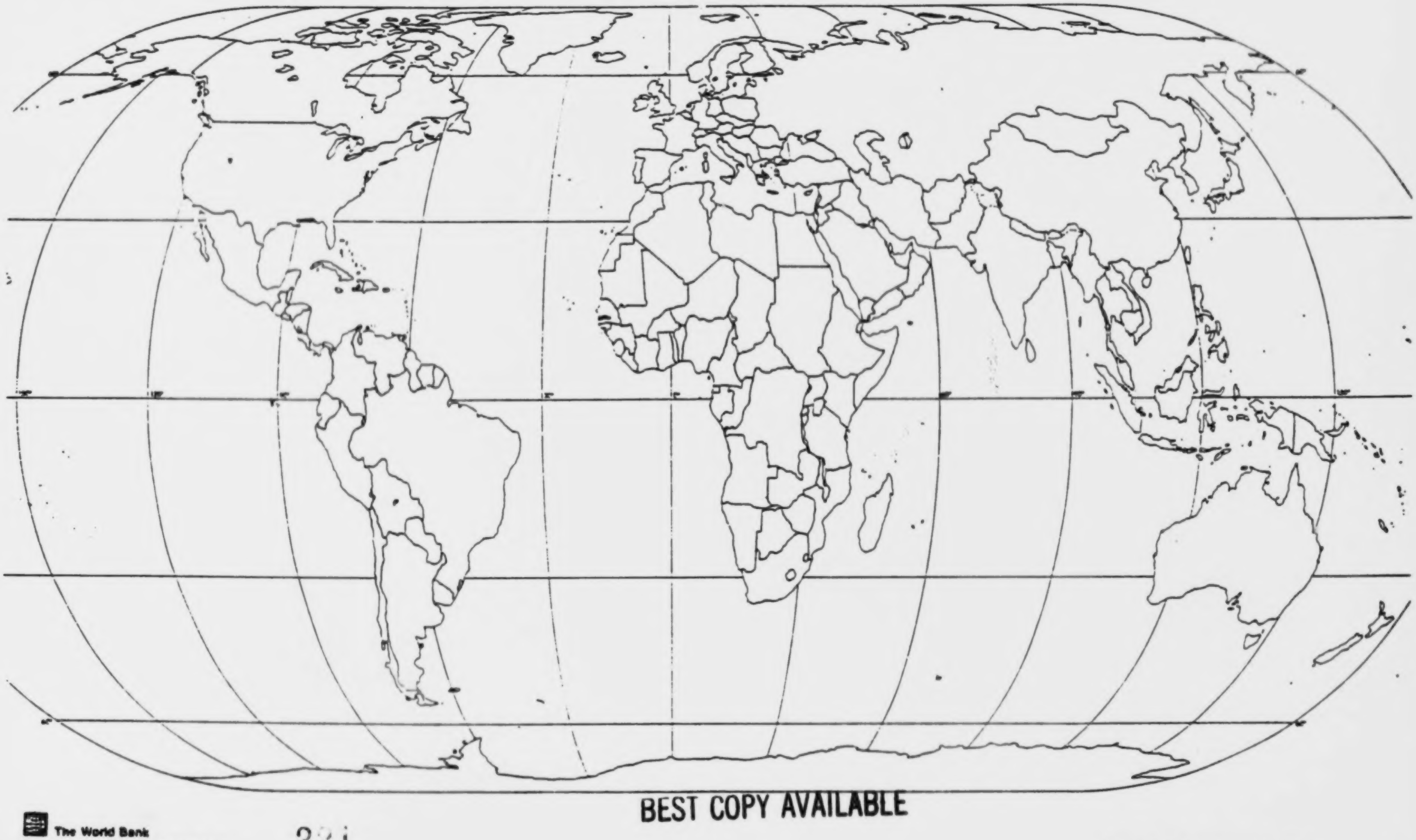
ARITHMETIC OF POVERTY

Decide mother,
who goes without.
Is it Rama, the strongest
or Baca, the weakest
who may not need it much longer or
perhaps Sita?
Who may be expendable.
Decide, mother, kill a part
of yourself
as you resolve the dilemma,
Decide, mother
decide...
and hate.

Appadura
The Arithmetic of Poverty



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The World Bank

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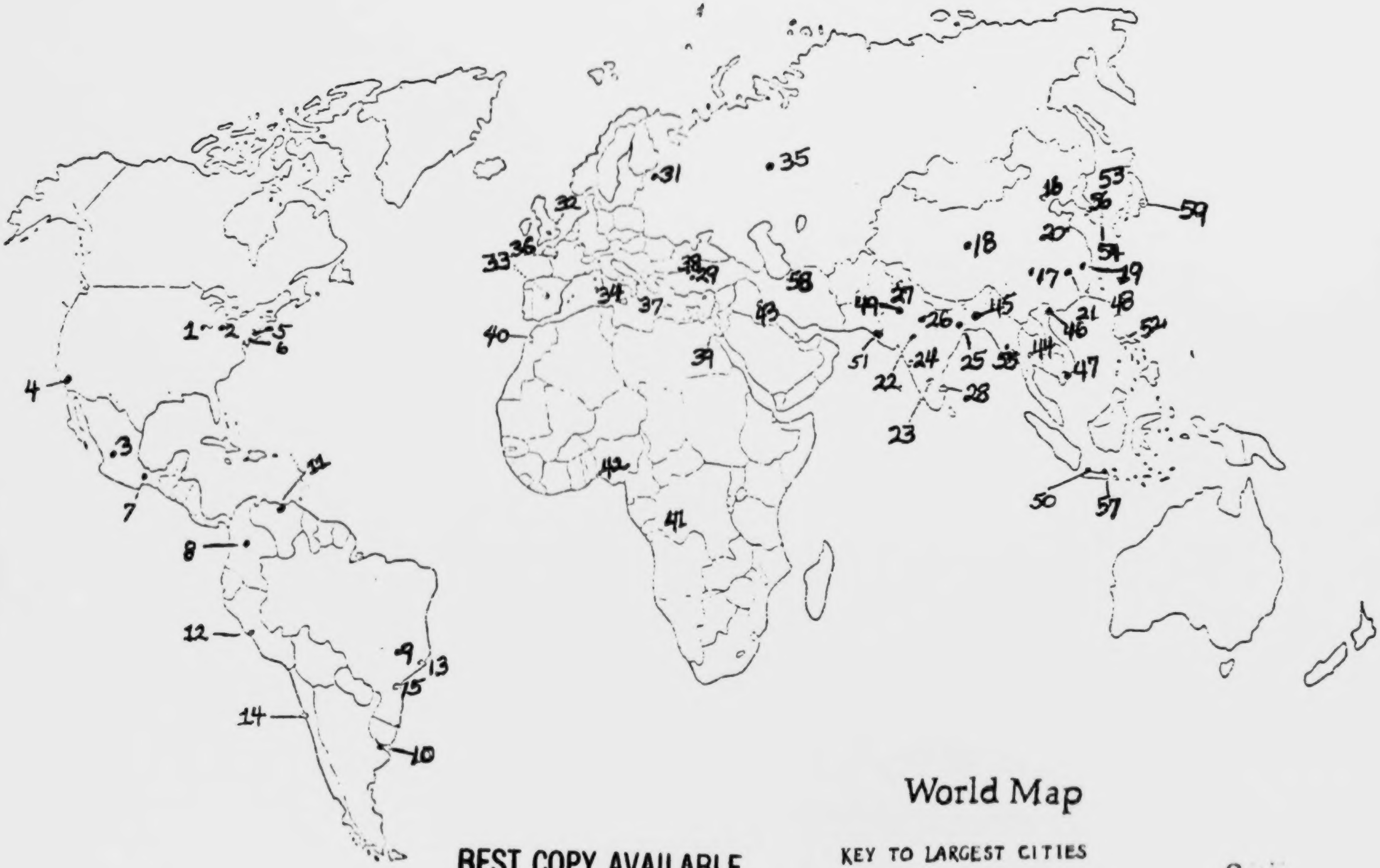
Largest Cities by Year 2000

1. Chicago
2. Detroit
3. Guadalajara
4. Los Angeles
5. New York
6. Philadelphia
7. Mexico City
8. Bogota
9. Belo Horizont
10. Buenos Aires
11. Caracas
12. Lima
13. Rio de Janeiro
14. Santiago
15. Sao Paulo
16. Beijing
17. Chongqing
18. Lanzhow
19. Shanghai
20. Tianjin
21. Wuhan
22. Ahmedabad
23. Bangalore
24. Bombay
25. Calcutta
26. Delhi
27. Lahore
28. Madras
29. Ankara
30. Istanbul
31. Leningrad
32. London
33. Madrid
34. Milan
35. Moscow
36. Paris
37. Rome
38. Alexandria
39. Cairo
40. Casablanca
41. Kinshasha
42. Lagos
43. Baghdad
44. Bangkok
45. Dacca
46. Hanoi
47. Ho Chi Minh City
48. Hong Kong
49. Islamabad
50. Jakarta
51. Karachi
52. Manila
53. Osaka-Kobe
54. Pusan
55. Rangoon
56. Seoul
57. Surabaya
58. Tehran
59. Tokyo

SOURCE: UN Fund for Population Activities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World Map

KEY TO LARGEST CITIES

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Skill: 1.06, 1.33
Theme: Interdependence

TOPIC: HUNGER: A GLOBAL PROBLEM
Lesson III: Cause Number One--Population
Objectives: At the conclusion of today's lesson, students will:

1. identify areas of greatest population growth;
2. identify factors which foster population growth; and
3. discuss the relationship between population growth and hunger.

Beginning the lesson: Review material from Lesson II, stressing population information.

Procedure: Lecture/Discussion/Map and Investigation Skills

- I. Where are the cities of greatest population growth?
  - A. Ask students to refer to the maps they did outside of class. Where will the largest number of large cities be by 2000? How many of these cities will be in areas already having a problem with hunger?
  - B. What will this, in all probability, do to the existing problems of hunger?
- II. How many people are we talking about?
  - A. Give population numbers.
  - B. Using the "largest cities" map, make a list of countries in which the largest cities are located. Investigate present population, annual population growth rate and per capita income of country. Check with yesterday's map to determine if country is already having a problem.
- III. What are the factors which foster population growth?
  - A. Explain rising birth rate.
  - B. Explain lowering death rate.
- IV. How does increased population lead to the problem of hunger?
  - A. Puts strain on economic system; demands for food may be greater than supply.
  - B. Low per capita income means that many poor people can't afford sufficient diet even if supply is available.

Guided Activity: Teacher calls out major population cities at random. Students are asked to write the name of the city and the country in which it is located.

Ending the lesson: Review major points emphasizing that when you combine a less developed economy with rapid population growth, a country usually

cannot maintain an economy stable enough to provide a sufficient per capita income to produce a sufficient daily diet for all its population.
Where are the areas of greatest world population?
Where are the areas of greatest world hunger?
What factors foster population growth?
How does increased population in poor countries lead to hunger?

Independent Acitvity: None

Resources: World almanac or other informational source

Skill: 1.06, 1.33
Theme: Interdependence

TOPIC: HUNGER: A GLOBAL PROBLEM

Lesson IV: Cause Number Two: Distribution of Food

Objective: At the conclusion of today's lesson, students will:

1. explain how distribution of food globally and within countries may cause hunger problems; and
2. discuss factors affecting the distribution of food.

Beginning the lesson: Review material regarding population and food, laying the basis for the second and the major cause of hunger.
Point out that the lack of food is usually not the cause of hunger. The problem is getting the food to the areas where the populations needing it are located.

Procedure: Lecture/Discussion/Demonstration

- I. How is food distributed to world's population?
    - A. Demonstrate the world's resources and the distribution of resources through "The Global Apple"
    - B. Relate demonstration to world food distribution, emphasizing that majority of world's food goes to minority of world's population
- II. What are the factors affecting distribution?
    - A. Explain political, social and economic factors
    - B. Describe natural or environmental factors
    - C. Stress that any one of these factors will affect food distribution, but that some countries have to deal with more than one

Guided Activity: Ask students to read the handout "Too much, too late."
Underline statements that reinforce information presented. Share statements.

Ending the lesson: Review of major points of lesson.
Why have food prices increased worldwide?
What role have developed countries played in the increase?
What effect have increased prices had on the food supply in less developed countries?
What role might a government play in creating a hunger problem? Why?

Independent Activity: None

Resources: Global Apple instructions
A knife and an apple
"Too much--Too late," The Economist, 7/20/85

(Spelling and punctuation are as quoted.)

"Too Much, Too Late"

"The famine relief operation began too late, and the delay is causing problems. Much of the food promised last autumn is only now arriving in Ethiopia and Sudan. The rains have begun there. Though this is a blessing for the farmers, it will make roads even less passable than usual. And, when the rains finish, the harvests will be reaped and food aid may be unnecessary.

It should not have been like this. Famine is unlike other disasters. Earthquakes and floods, which strike suddenly, need emergency assistance. Famine, which can be seen coming a long way off, should not. It signals its appearance with unmistakeable clarity. At first, food prices rise. Then, livestock farmers begin to sell their herds--first expendable sheep and goats, then more important and expensive cattle. Meat prices fall. Then whole villages begin to move in search of food. When they arrive in relief camps, the emergency work has begun. But its cause started years before.

Africa's famine was spotted fairly early. In December, 1982, the Food and Agriculture Organization (FAO) said that Ethiopia would need 400,000 tonnes of food aid in 1983; in the event, by 1985, the figure turned out to be 1 and one-half million tonnes.

Even when the predictions have proved right, they are less reliable than they might be. The FAO, the main United Nations body concerned with food, runs an early-warning system which estimates how far the coming crops will fall short of the norm. It takes aerial photographs of vegetation, and checks what they show about conditions against reports sent in by governments or local aid officials.

The problem with the FAO's early-warning system is that it relies on statistics from Africa which are often wrong. Sometimes the figures are rigged because governments do not want to recogonize that they face famine. In Sudan, for instance, the government was boasting as late as mid-1984 that there was no famine in the country. More often, the problem is the overwhelming difficulty of estimating even the most basic figures accurately. The difference between what the Ethiopian government reckoned 1984's population was, basing their estimate on past census figures, and what the census takers actually found in mid-1984 was no fewer than 9m people out of a population of 42m. If figures can vary that much, what price are statistics showing food needs per head?

Even if the early-warning system had been more accurate, governments might not have believed it. The Oxford economist, Mr Amartya Sen, agrues that the real reason why India has not had a famine since 1943 is that it is a democracy. When famine threatens in a particular area, peasants and politicians clamour for help from the central government in Delhi. It must respond if it wants to win seats there again. That may be the best early warning system of all.

IF countries supplying food aid want to ignore famine warnings, however, they will. One reason why the famine was so bad in Ethiopia was that America, which is now supplying half of all Africa's food aid, was sending only a trickle of aid until October, 1984. Ethiopia's government has few friends in Washington.

If the first need is to start sending food earlier, the next--to speed up delivery when the operation gets going--is already being met. The World Food Programme (WFP) organises most of the deliveries from two offices in Rome which sends or receives 350 telexes a day. It has managed to reduce the average time its food-bearing ships have spent on the oceans from 138 days in 1977-78 to 97 days last year. It has commandered grain tankers passing near African ports en route for other countries, borrowed the grain for Africa and later repaid the country the grain was originally bound for out of food aid tht had been promised for Africa.

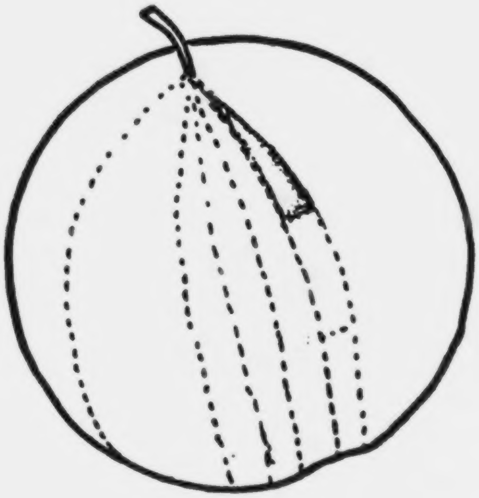
When communications in Nigeria ground to a halt and the grain could not get through to Chad, the WFP went through Cameroon instead. The link through Cameroon was thought to be able to bear only 6,000 tonnes of grain a month; the WFP is getting 36,000 tonnes through, a feat which involved flying in a pontoon bridge across the river Chari. This certainly forestalled a huge disaster in Chad. Such things, though, are not cheap. Ocean freight rates average $50 a tonne; it costs a further $90 a tonne to carry the food across Africa to the landlocked countries of the Sahel."

The Economist
July 20, 1985

THE GLOBAL APPLE

Take one apple to represent the globe.
Cut out 1/4 to represent the land
area of the globe.
Take half of this fourth to represent
land that is inhabited by humans.
Divide this into four pieces. One piece
(1/32) represents the land used to
produce food and clothing for the
globe's people.
Take one third of this little piece to
represent the food and clothing
consumed by the US--with six percent of
the population.
See the remaining 2/3 which is used by
94 percent of the globe's people.

Idea from: The Center for Public Education In
International Relations
University of Southern California



Skill: 1.01
Theme: Interdependence

TOPIC: HUNGER: A GLOBAL PROBLEM

Lesson V: It Could Happen Here! (A Simulation)

Objective: At the conclusion of today's lesson, students will:

1. apply factual information to simulation;
2. analyze decisions made by group to solve distribution problems;
3. predict results of decisions; and
4. defend group decision.

Beginning the lesson: The town of Hope, Arkansas (population 11,000) is officially designated as an evacuation center for the town of Texarkana, Arkansas (population 25,000) in case of nuclear war. Conceivably, Hope's population could more than triple within a matter of hours while the food supply stayed basically the same. A state of emergency has been declared. A nuclear attack has occurred on the East coast--all cities are being evacuated. The residents of the city of Texarkana have been ordered to follow the evacuation plan. You are volunteer members of the Civil Defense Committee. Although there are many problems to consider, your group is concerned with food distribution.

Your group consists of the following:
Biology teacher
Deputy sheriff
Farmer/poultry producer
Restaurant manager
Minister

Procedure: Skills--Thinking/Decision Making

- I. Preliminary activities
  - A. Assign students into groups. Emphasize the critical nature of the plan in order to assure political stability.
  - B. Draw assignments (roles).
  - C. Thirty minutes will be allowed for activity.
  - D. Each group will report at the end of allowed time.
- II. Activity period
  - A. Students will use information gained in previous lessons to make decisions concerning problems to be anticipated.
  - B. Teacher will monitor the discussion to reinforce points of lesson.

Guided Activity: Groups will report plan, analyze the decision made, predict results of plan and defend the position based on previous information and understanding gained from the unit.

Ending the lesson: Major points will be reviewed.
Teacher will relate this local simulation to food distribution globally.
What would happen to food prices?
Who would control the food?
What would happen to the power of the food suppliers?
What group would most likely be assured of food?
What group might be denied sufficient food?
What might happen as hunger grows?

Independent Activity: None

Resources: Role assignments

Skill: 1.02, 1.06
Theme: Interdependence

TOPIC: HUNGER: A GLOBAL PROBLEM
Lesson VI: Why Hunger is a Global Problem
Objective: At the conclusion of today's lesson, students will:

1. discuss how hunger affects the world's economy; and
2. discuss why hungry people are potentially dangerous people.

Beginning the lesson: Review the number of hungry people in the world and where most are located.
Procedure: Lecture/Discussion

- I. How does hunger affect the world's economy?
  - A. Discuss economic interdependence/"The Haves"
  - B. Discuss economic interdependence/ "The Have Nots"
  - C. Ask, can one exist without the other? (Perl)
- II. Why are hungry people dangerous people?
  - A. Read and discuss quotation from Scott
  - B. Discuss the balance of power

Guided Activity: Have students reread the last paragraph of Simon's quotation and the poem on poverty. Then show the cartoon attached to this lesson. Have each student answer the following questions:

1. If the woman in the cartoon was the mother in the poem, what emotions might she be feeling?
2. At whom might these emotions be directed within a country?
3. At whom might these emotions be directed on a global scale?
4. If that woman in the cartoon were multiplied by millions, what consequences might the world face?

Ending the lesson: Review major points.
Why can hunger create a world economic problem?
How does hunger affect emotions?
Are emotional people always rational people?
What dangers to the world might be created by the world's hungry?

Independent Activity: None
Resources: Appadura. The Arithmetic of Poverty
Perl, Lila. The Global Food Shortage
Simon, Arthur. Bread for the World
Scott, John. Quotation
Cartoon

THE GLOBAL FOOD SHORTAGE

There are some schools of thought, particularly in the most affluent countries, that view our planet as a sinking ship, with only a few lifeboats available for the survival of a select few. They advocate deciding who will board the lifeboats by a system of sorting, sometimes known as triage.

Although this approach would eliminate the weak, the poor and the hungry in favor of the strong and the well-nourished, they argue that such a thinning of the ranks would, in the long run, be good for the human race. Not only would the species be preserved but the illiterate and the unemployed, the chronically malnourished and diseased, would be prevented from reproducing. The advantaged minority that would survive would bring forth a super race of healthy and successful people. Reduced to its simplest statement, this approach says that a country like the United States should permit itself to become "an island of plenty in a sea of hunger."

There are a number of things wrong with this argument, aside from its inhumane attitude and its many oversimplifications. It makes the assumption that the affluent countries are self-sufficient "islands" capable of existing behind thick sea walls of isolation, neither exporting nor importing food. Nothing could be further from the truth. As we know, Western Europe is the recipient of more than half of the entire world's output of wheat, corn, soybeans, peanuts, peas, beans and vegetable oils. And even the United States, that most diverse of all affluent nations, is the world's second largest importer (after Great Britain) of protein foods, including meat, fish and even milk products, to say nothing of coffee, tea, cocoa, sugar, oilseeds and numerous other plant foods.

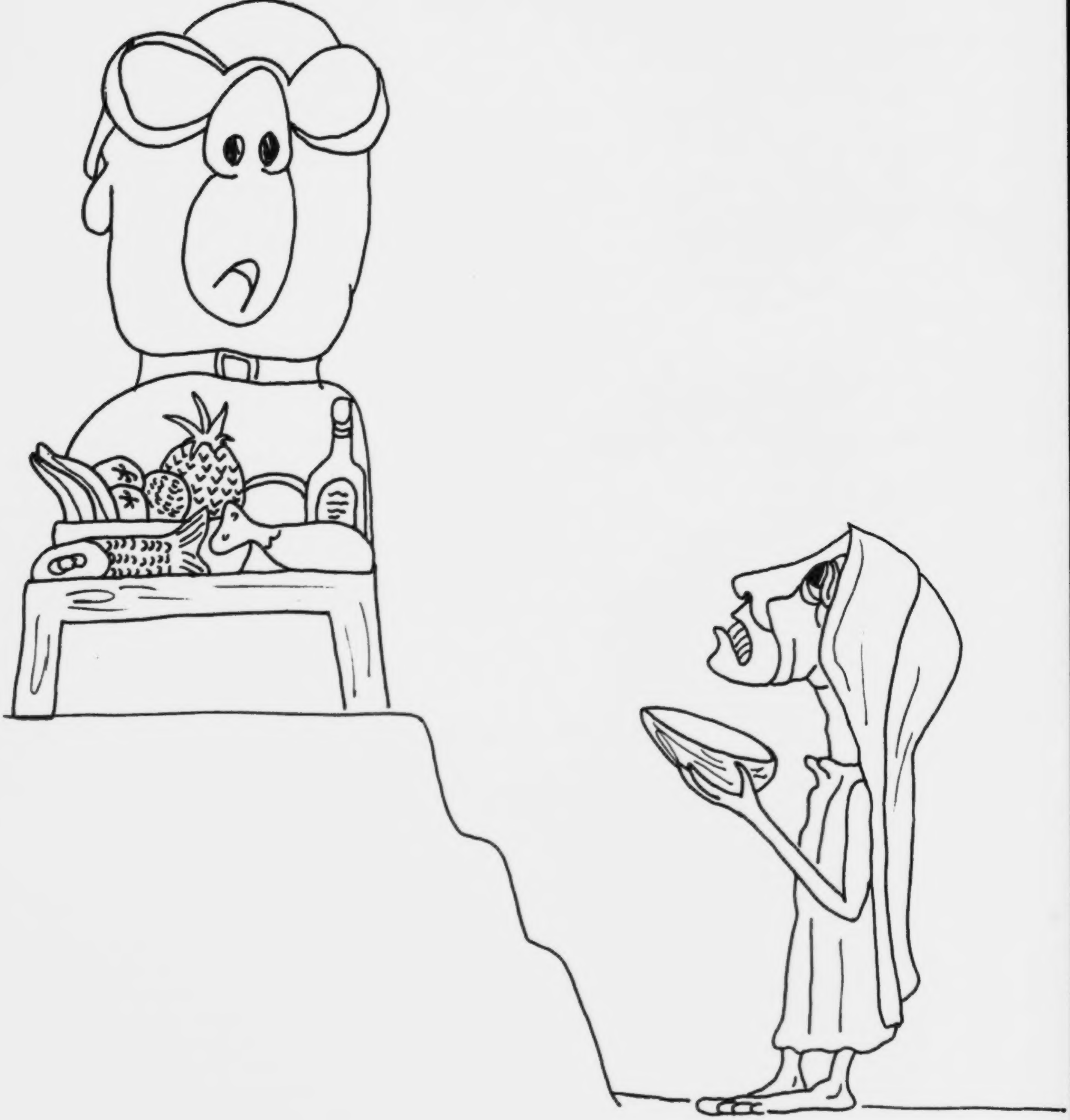
The nonfood raw materials that are indispensable to the industrial world--fuels, metals, minerals, fibers, wood-- are supplied, in major part, by the weary, patient and almost uniformly malnourished peoples of the developing countries, the very same people that the advocates of the 'lifeboat ethic" would so unthinkingly and self-righteously consign to the sea, in other words, to death by starvation. But patience may not continue to be one of the attributes of the oppressed two-thirds of the world. As we have seen, nuclear weaponry can be easily devised by the non-industrial nations and may well alter the outcome when the scramble for the lifeboats begins in earnest.

But is is not out of the fear of blackmail or terrorism that we must come to realize and accept the fact that we are one world, fully interactive and mutually dependent. World survival requires that every effort be made to narrow and, if possible, one day close the hunger gap. World survival means, quite simply, that the entire ship must be saved.

Lila Perl
The Global Food Shortage

As the hungry world becomes more populous, it has become better armed, due to the availability of new weapon systems (including nuclear rockets). Another factor contributing to the armament of hungry nations is the pressure on the world's arsenal nations such as the U.S. and the U.S.S.R. to sell or give away obsolescent weapons, in order to gain greater appropriations from their legislatures for new and even more destructive systems. This presents the world with frightening prospects: Before men allow themselves to starve, they may try to take the food from those who have it.

John Scott
Hunger: Man's Struggle to Feed Himself



Skill: 1.02, 1.06
Theme: Interdependence

TOPIC: HUNGER: A GLOBAL PROBLEM
Lesson VII: Possible Solutions
Objective: At the conclusion of today's lesson, students will:

1. discuss some possible solutions to hunger;
2. explain why there is no one solution to the hunger problem; and
3. discuss ongoing efforts to deal with global hunger.

Beginning the lesson: Reemphasize the possible dangers of hunger to the world.
Procedure: Lecture/Discussion

- I. What are some possible solutions to the problem of world hunger?
  - A. International aid
  - B. Education
  - C. New farming methods
  - D. Adjustment of world pattern of food consumption
  - E. World pressure on political leaders
  - F. Other
- II. Why is there no one solution to the hunger problem?
  - A. Different situations
  - B. Different solutions
- III. What efforts are being made to deal with the problem of global hunger?
  - A. International charitable organizations
  - B. International foreign aid, grants and loans

Guided Activity: Ask each student to write a brief essay answering the question "How can giving food sometimes be a bad solution to the problem of hunger? Discuss.
Ending the lesson: Review major points.
Why must the causes of hunger in each situation be understood?
Who are some groups that are trying to alleviate global hunger?
What are some of the methods being used?
Independent Activity: None
Resources: None

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IDEOLOGIES

An **ideology** may be most simply defined as the **"way of life"** of a people. When we speak of way of life, we include the political, social and economic goals of a group, as well as the moral and ethical beliefs. Ideology is concerned with both the **ideas** and the **ideals** of a group.

A group's ideology is an important aspect in solidifying the group. Ideology justifies the existing system and explains why "our" group is better than "their" group. This also provides rationale for conformity and gives us reason to try to convert others to be like us.

Each group adheres to a basic **political ideology,** which allows for variances within the ideology. A **traditional** or **"custom"** political ideology is based on rules handed down from generation to generation. These rules may be written or unwritten. Traditional ideology changes very slowly and governments tend to be static.

The **command** or **authoritarian** type of government places the decision making in the hands of one person, as in a monarchy, or in the hands of a few people, as in an oligarchy. Dictatorships are governments in which absolute power is in the hands of one person or a single political party.

The **consent** or **democratic** governments place the decision making power in the hands of the people. The underlying belief is that governments are created by people, for people, and people have the right to change the government if they choose. Consent governments may include direct democracies, in which citizens make decisions themselves, or representative governments, in which people elect representatives to make decisions.

Each group adheres to a basic **economic ideology** which somewhat parallels the political ideology. **Traditional** economies, most often found in primitive farming societies, tend to assign economic tasks on the basis of family history, social standing or gender. **Command** economies place the decision making process about production and distribution of resources in the hands of the government where long and short term plans may be formulated. **Market** economies are based on the "profit notion." The decisions of the market economy are based on "what people will buy" instead of what is thought to be "good" for them.

Differing ideologies may provide the basis for **conflict** as groups compete in the global marketplace--politically for influence and economically for goods and services. As each group justifies their "way of life," they seek to gain political and economic advantage. This seeking of advantage may be evidenced in the arms race, the race for increased production and the race to the moon; always the race is for "bigger and better" and more for "us" and less for "them."

Skill: 1.02
Theme: Value

TOPIC: IDEOLOGY

Lesson I: Ideology--What and Why?

Objective: At the conclusion of today's lesson, students will:

1. define ideology; and
2. discuss importance of ideology.

Beginning the lesson: As a group of people, what do we really believe about our "way of life"? How do we practice our "way of life"? How do we protect our "way of life"?

Procedure: Lecture/Discussion

- I. What is ideology?
  - A. A people's "way of life" (perspective) reflected in political system, economic order, social goals and moral values
  - B. Ideas and ideals of political and economic system
  - C. Concerned with form and role of government
- II. Why is a group's ideology important?
  - A. Justifies existing system
  - B. Provides propaganda ammunition for psychological warfare
  - C. Provides means to achieve conformity among own people while trying to convert outsiders to its own basic values and "way of life"

Guided Activity: Brainstorm what makes up **our** ideology. Prioritize the list of ideas to reflect most important to least important. Share with group.

Ending the lesson: Review main points.
What is ideology?
Why is ideology important?

Independent Activity: Using an editorial from the newspaper, underline statements that reflect our ideology.

Resources: None

Skill: 1.03
Theme: Diversity

TOPIC: IDEOLOGIES

Lesson II: Political Ideologies

Objective: At the conclusion of today's lesson, students will:

1. define the major political ideologies; and
2. discuss examples of major political ideologies.

Beginning the lesson: Yesterday you learned about ideology. Today we will take the definition of ideology and discuss major political ideologies that exist in the world today. They are custom, command or authoritarian and consent or democratic.

Procedure: Lecture/Discussion

- I. What is "custom" ideology?
  - A. Definition
  - B. Examples--tradition, common law
- II. What is "command" or "authoritarian" ideology?
  - A. Definition
  - B. Examples--monarchy, oligarchy, dictatorship
- III. What is "consent" or "democratic" ideology?
  - A. Definition
  - B. Examples--direct democracy, representative democracy

Guided Activity: Assign students an ideology to defend. Write a paragraph explaining "your" assigned ideology. Share with group.

Independent Activity: Find newspaper articles which report on countries representing the major political ideologies. Bring to class for bulletin board.

Resources: None

Skill: 1.03
Theme: Diversity

TOPIC: IDEOLOGIES

Lesson III: Political Ideologies--Alike and Different

Objective: At the conclusion of today's lesson, students will:

1. identify ways in which the major political ideologies are alike; and
2. identify ways in which the major political ideologies are different.

Beginning the lesson: Have a bulletin board ready for the students to categorize their articles from homework. After brief discussion of articles, ask, "Are the ideologies alike at all, or are they just different?"

Procedure: Lecture/Discussion

- I. How are all of these ideologies alike?
  - A. "Way of life"
  - B. Justifies way of life
  - C. Promotes cooperation within group
- II. How are all of these ideologies different?
  - A. Who holds power
  - B. Who makes decisions

Guided Activity: Political Ideology Chart

Ending the lesson: Review main points of lesson.
How are political ideologies alike?
How are political ideologies different?

Independent Activity: None

Resources: Political Ideology chart

POLITICAL IDEOLOGY CHART

Type of Ideology	Who Holds Power	Who makes Decisions
I. Custom A. Tradition		
B. Common law		
II. Command or Authoritarian A. Monarchy		
B. Oligarchy		
C. Dictatorship		
III. Consent or Democratic A. Direct democracy		
B. Representative democracy		

Skill: 1.03
Theme: Diversity

TOPIC: IDEOLOGIES

Lesson IV: Economic Ideologies

Objective: At the conclusion of today's lesson, students will:

1. define three major economic ideologies; and
2. discuss examples of major economic ideologies.

Beginning the lesson: Not only do people have a political "way of life" or ideology but they also have an economic ideology. There are three major economic ideologies existing in the world. They are traditional, command and market.

Procedure: Lecture/Discussion

I. What is a "traditional" economy?
  A. Definition
  B. Example
II. What is a "command" economy?
  A. Definition
  B. Example
III. What is a "market" economy?
  A. Definition
  B. Example

Guided Activity: Teacher will ask students to identify the type of economic ideology reprsented as teacher calls out terms:

1. Tasks assigned according to gender
2. Group perceives humans as part of nature
3. Village in Ghana
4. Decision making in hands of government
5. Communism, socialism
6. Profit motive
7. Free enterprise system
8. U.S.S.R.
9. U.S.
10. Capitalist

Ending the lesson: Review main points of lesson.
What is a traditional economy? Give example.
What is a command economy? Give example.
What is a market economy? Give example.

Independent Activity: None

Resources: None

Skill: 1.03
Theme: Diversity

TOPIC: IDEOLOGIES
Lesson V: Economic Ideologies--Alike and Different
Objective: At the conclusion of today's lesson, students will:
1. identify ways in which the major economic ideologies are alike; and
2. identify ways in which the major economic ideologies are different.

Beginning the lesson: Yesterday we discussed economic ideology. In reality, there is no "pure" ideology--in fact, in the real world most economies are "mixed." The ideology, however, is an indication of the ideal in terms of economic ideas for a group.

Procedure: Lecture/Discussion
- I. How are economic ideologies alike?
  - A. Must determine means of production
  - B. Must determine means of distribution of goods
- II. How are economic ideologies different?
  - A. Ownership of resources
  - B. Allocation of resources
  - C. Role of government in economic planning
  - D. Income distribution

Guided Activity: Complete Comparative Economic Ideology chart

Ending the lesson: Review main points of lesson.
How are economic ideologies alike?
How are economic ideologies different?

Independent Activity: None

Resources: Comparative Economic Ideology chart

COMPARATIVE ECONOMIC IDEOLOGY CHART

	Traditional	Command	Market
Ownership of Resources			
Allocation of Resources			
Government role in economic planning			
Income Distribution			

Complete the chart in terms of "ideology" or ideal. Write a paragraph on the reality of the "mixed" economy.

Skill: 1.79
Theme: Diversity/Conflict

TOPIC: IDEOLOGIES

Lesson VI: Differing Ideologies: Potential for Conflict

Objective: At the conclusion of today's lesson, students will:

1. Discuss why differing ideologies may lead to conflict.

Beginning the lesson: As students come in, ask them to give you their paper and pencils. Explain, "we are now having a test." When the students protest that you have their paper and pencils, tell them that you control the paper and pencils, and that you can now do two things--set prices on the paper or give it out according to other criteria, such as the richest person, the oldest, the cutest, or the one whose family has lived in the community the longest or sell it to the people willing to pay the most. Which would they choose? What ideology are they representing?

Procedure: Decision-making Skills

I. Divide the class into groups with three members each. Each member will represent traditional, command or market economy ideology.

II. Ask students to briefly review the ideological position they represent.

III. Tell the group that they have been given control of 100 acres of prime agricultural land. It will be the group that decides what will be done with the land and how it will be controlled.

IV. Group has 15 minutes to decide and explain its decision in terms of economic ideology.

Guided Activity: Each group will share responses. Information presented will be (1) decision, (2) defense of decision and (3) prevailing ideology

Ending the lesson: Review main points of lesson.
What conflict occurred in your group as you attempted to make a decision?
How may differing ideologies lead to conflict globally?

Independent Activity: None

Resources: None

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INTERNATIONAL ORGANIZATIONS

The social processes of arbitration and mediation exist in everyday life. **Arbitration** is the settlement of a dispute by the decision of somebody chosen to be the judge or arbiter. **Mediation** is the action of effecting an agreement--friendly intervention, especially to effect an agreement or reconciliation. Mothers mediate between quarreling siblings, counselors mediate between marriage partners and courts mediate between claimants. These individual activities can be expanded to a global scale when national disputes need to be mediated and arbitrated.

International organizations have been in existence for many years. Nations have joined together for political and economic reasons. The **Concert of Europe** in 1815 brought together the leaders of European nation-states. War or impending war was their most common reason to convene. The conferences were regional and involved only European states but the concept of "great powers" came into being during this time. These conferences did not give rise to any permanent organizations or institutions.

The **Hague System** attempted to organize the world into a collective security organization. The Hague Conferences in 1899 and 1907 did not settle any specific disputes but they did establish the principle of universality of representation and the idea of equal voting power regardless of national size or population. The Hague System was the first international meeting of its kind.

At the end of World War I, the first formal attempt was made to create a permanent global organization. The **League of Nations** was formed in 1920 and was pledged to promote collective security. For collective security to work, four conditions must be met. First, universality of membership must exist. Second, there can be no alignment except against the aggressor country. Third, there must be a consensus on aggression. Fourth, there must be diffusion of power. The League of Nations failed all four requirements. Russia and China were excluded from membership. President Woodrow Wilson's desire for membership was denied by Congress. Germany was admitted with only a limited membership. The aggressions of the League's more powerful members went unchecked. Japan was merely condemned for attacking China. Sanctions against Italy for invading Abysinnia were ineffective. The League was unable to protect Spain, Poland and Austria from aggression. By 1935, the League had seen 17 of its member states withdraw. World War II was imminent.

The **United Nations** was formed after WW II, it was designed to be a forum for the peaceful resolution of conflict. The **Dumbarton Oaks Conference**, held in Washington, D.C., in 1944, laid the foundations for the United Nations. Representatives from the United States, the Soviet Union, Great Britain and China worked on a plan for an organization of nations for the maintanence of world peace. This conference led to the **United Nations Conference on International Organization** at San Francisco in 1945, where the charter of the U.N. was drawn up. Fifty nations signed the Charter on June 26, 1945 and it went into effect on October 24, 1945.

The **purposes** of the U.N. as outlined in its charter are: to maintain international peace and security; to develop friendly relations among nations; to cooperate internationally in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; and to be a center for harmonizing the actions of nations in attaining these commom goals.

The U.N. has grown from 50 to over 150 member nations and the "United Nations System" is made up of **five major organs** and 16 autonomous organizations and specialized agencies.

The **Security Council** is the branch of the U.N. responsible for maintaining peace and security. It is the most political organ of the system and this has often prevented it from taking action. The Security Council is composed of five permanent members--China, France, the U.S.S.R., the United Kingdom and the U.S.--and ten non-permanent members elected by the General Assembly for two-year terms. The Security Council does not adhere to the principle of equal voting for all members. If a permanent member casts a "no" vote, a motion will fail. Abstentions are not considered "vetoes." The veto provision reflects the political realities of modern international relations. Major powers are unwilling to submit to a simple majority in the Security Council. Member nations are obligated to carry out the decisions of the Security Council. The Council may investigate disputes, recommend methods of adjustment, call for economic or diplomatic sanctions and take military action against aggressors. The Security Council is also empowered to direct peace-keeping forces.

The **General Assembly** is made up of all the members of the U.N. and makes recommendations on all matters within the scope of the organization. Special concerns are international peace and security, disarmament, peaceful settlement, initiation of studies, consideration of reports and supervision of the work of the organization. Within the General Assembly, all members' votes carry equal weight and most decisions are determined by simple majority. Most of the U.N.'s original members were long-established, industrialized nations but the present majority is composed of recently independent, developing states. Most U.N. activities are geared toward development of the Third World.

The administrative heart of the U.N. is the **Secretariat.** It is headed by a **Secretary-General** appointed to a five-year term. The Secretariat carries out decisions of the General Assembly, the Security Council and other U.N. agencies. It plays no part in U.N. policymaking. The Secretariat's major duty is to alert the Security Council to any situations considered a threat to world peace. The Secretary-General provides administrative support for the peace-keeping organiztions and attempts to end international disputes.

The **Trusteeship Council** supervises the administration of Miconesia, the only Trust Territory remaining of the original 11. The **Economic and Social Council (ECOSOC)** plans the economic, social and humanitarian activities of the U.N. Its membership of 54 is elected on a rotating basis. Among ECOSOC's subsidiaries are Committees on Natural Resources, Science and Technology and Committees for Development and Negotiations with Intergovernmental Agencies. ECOSOC has called conferences on World Population, World Food, Human Settlements and Environment. Its commissions also care for human rights and the status of women.

Separate, **autonomous agencies** linked to the U.N. by special agreement are the International Atomic Energy Agency (IAEA), the Food and Agriculture Organization (FAO), the World Health Organization (WHO), and the U.N. Educational, Scientific and Cultural Organization (UNESCO).

The **International Court of Justice**, funded by the U.N. is responsible for ruling on international disputes brought before it by member nations. The World Court has only as much power as its member nations are willing to permit. Only a few nations--none of them major powers--have agreed to unreserved jurisdiction of the Court. Several nations have ignored World Court decisions without reprimand. The World Court does not have police or military power to enforce its rulings.

The major source of multilateral development finance is the **World Bank**, an independent, specialized agency of the U.N. The World Bank makes low-interest loans which are financed by contributions from the 125 member countries. The World Bank is headquartered in Washington, D.C.

The **International Red Cross** was established in Geneva in 1859. The purpose of the International Red Cross is to prevent and alleviate human suffering. It functions through three bodies: the International Committee of the Red Cross, the League of Red Cross Societies and the International Conference of the Red Cross. The International Red Cross functions worldwide in both times of peace and times of war.

Skill: 1.05
Theme: Conflict

TOPIC: INTERNATIONAL ORGANIZATIONS

Lesson I: Arbitration, Mediation and Third Parties in International Relations

Objective: At the conclusion of today's lesson, students will:

1. define arbitration, mediation and third party; and
2. discuss forms of accomodation in terms of everyday and international situations.

Beginning the lesson: Who mediates between you and your siblings when you argue?

Procedure: Lecture/Discussion

I. What are arbitration, mediation and third party, in terms of social process?
   - A. Definitions
   - B. Examples

II. How does this work on a personal and global level?
   - A. Examples on personal level
   - B. Examples on global level

III. What if decisions are not accepted by parties?
   - A. Non-compliance
   - B. Non participation
   - C. Exclusion

IV. Can decisions be forced upon parties?
   - A. Forced compliance
   - B. Power vs. powerless

Guided Activity: Ask students to imagine and write one conflict between individuals that might benefit by the aid of a third party and one conflict between individuals that probably would not be helped by bringing in a third party.

Ending the lesson: Review major points of lesson.
What is arbitration?
What is mediation?
Give examples on a personal level.
Give examples on a global level.
What if parties won't accept decision?
Can parties be forced into compliance?
If so, who can force?

Independent Activity: Hand out Situations Sheet and ask students to be prepared to offer solutions as a third party, where applicable, and tell why in some examples other solutions would be better.

Resources: Situations Sheet

SITUATIONS SHEET

INSTRUCTIONS: Read the five situations. One country of each pair has come to you and asked you to help solve the problem as an outside party. Can you help them? If you can't, why not?

1. Nation A claims that its territory has been usurped by Nation B. Over a period of approximately a century, the landmarks at the border between the two countries have been gradually moved by natural forces such as erosion, flood and earthquake. Country A wants the border put back where it was.

2. Nation C claims that Nation D is spying on it. They are not at war, and Nation D denies the accusation.

3. Nation E claims that Nation F won't let it fly over their country, and this is working an economic hardship on Nation E.

4. Nation G claims that Nation H is dumping industrial waste into the river that they share. Nation H is upstream from Nation G and owns both banks of the river.

5. Nation I claims that Nation J is transmitting politically and morally offensive television broadcasts across the border between their countries. Nation J says, "Change the channel."

Skill: 1.05
Theme: Conflict

TOPIC: INTERNATIONAL ORGANIZATIONS
Lesson II: History of International Organizations
Objective: At the conclusion of today's lesson, students will:

1. list three attempts at international organization;
2. identify positive points of attempts; and
3. identify negative points of attempts.

Beginning the lesson: Discuss homework situations using discussion as review.
Procedure: Lecture/Discussion

- I. What was the Concert of Europe and what was its purpose?
  - A. Definition
  - B. Purpose
- II. What was the Hague System and what was its purpose?
  - A. Definition
  - B. Purpose
- III. What was the League of Nations and what was its purpose?
  - A. Definition
  - B. Purpose
- IV. What were the strengths of the organizations?
  - A. Concert of Europe--first organized attempt
  - B. Hague System--established principle of universality of representation and one nation-one vote concept
  - C. League of Nations--formal attempt to include the world, could call on world's military to assist
- V. What were weaknesses of the organizations?
  - A. Concert of Europe--exclusive and concerned with crisis only
  - B. Hague System--unable to settle disputes
  - C. League of Nations--unable to deal effectively with aggression, membership violations and decisions requiring unanimous vote

Guided Activity: In small groups, have students establish a framework which would eliminate the flaws of the early organizations. Share framework.
Ending the lesson: Review major points of lesson.
What were the three attempts at making international organizations?
What were the strong points of each?
What were the weak points of each?
Independent Activity: None
Resources: None

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL ORGANIZATIONS

Lesson III: The United Nations

Objective: At the conclusion of today's lesson, students will:

1. list five major organs of the U.N.;
2. describe the function of each;
3. list three of the specialized agencies;
4. describe major concern or function of each; and
5. describe the function of the International Court of Justice.

Beginning the lesson: Although there were earlier attempts made for international organization, World War II made organization imperative for the safety of the world.

Procedure: Lecture/Discussion

- I. What is the early history of the U.N.?
  - A. Dumbarton Oaks Conference
  - B. United Nations Conference on International Organization
  - C. Charter of U.N. effective October 24, 1945
- II. What are the five major organs of the U.N. and what are their functions?
  - A. Security Council
  - B. General Assembly
  - C. Secretariat
  - D. Trusteeship Council
  - E. Economic and Social Council (ECOSOC)
- III. What were the three specialized agencies of the U.N. and what were their functions?
  - A. International Atomic Energy Agency (IAEA)
  - B. World Health Organization (WHO)
  - C. U.N. Educational, Scientific and Cultural Organization (UNESCO)
- IV. What is the purpose and power of the International Court of Justice?
  - A. Purpose
  - B. Power

Guided Activity: Providing major outline questions, ask students to complete outline of lesson.

Ending the lesson: Review major points of lesson.
What are the five major organs of the U.N.?
What are their functions?
What are three specialized agencies of the U.N. and what are their functions?
What sort of case could be brought before the World Court?

Independent Activity: None

Resources: None

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL ORGANIZATIONS
Lesson IV: The World Bank
Objective: At the conclusion of today's lesson, students will:
1. define World Bank; and
2. discuss the purpose of the World Bank.

Beginning the lesson: Most of you are acquainted with a bank, but today we are going to talk about a World Bank.
Procedure: Lecture/Discussion
- I. What is the World Bank and where is it located?
  - A. Definition
  - B. Location
- II. What is the purpose of the World Bank?
  - A. Provision of finances for constructive purposes
  - B. Making of 1,292 loans to 97 countries in the first 30 years of its existance. One-third for electrical projects

Guided Activity: Write a paragraph on "The World Bank--What it is and What it Does."
Ending the lesson: Review major points of lesson.
What is the World Bank?
What is the purpose of the World Bank?
Where is the headquarters of the World Bank?
Independent Activity: None
Resources: None

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL ORGANIZATIONS
Lesson V: The International Red Cross
Objective: At the conclusion of today's lesson, students will:

1. define International Red Cross (IRC);
2. discuss a brief history of the IRC; and
3. discuss the purpose of the IRC.

Beginning the lesson: Most of us are aware of the American Red Cross, but are you aware that there is an International Red Cross?

Procedure: Lecture/Discussion

- I. What is the International Red Cross?
  - A. International humanitarian organization
  - B. Peace time and war time organization
- II. What is the history of the IRC?
  - A. Idea of Henry Dunart
  - B. Dunart and four other Swiss established IRC in Geneva in 1859
- III. What is the purpose of the IRC?
  - A. To prevent and alleviate human suffering
  - B. Functions through three bodies: the International Committee of the Red Cross, the League of the Red Cross and the International Conference of the Red Cross

Guided Activity: Pretend you are Henry Dunart. Write a paragraph explaining your idea for a new organization called the "International Red Cross."

Ending the lesson: Review main points of lesson.
What is the IRC?
What is the history of the IRC?
What is the purpose of the IRC?

Independent Activity: Look for an article about the International Red Cross.

Resources: None

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INTERNATIONAL RELATIONS

The **interaction** between and among the nations of the world is called **international relations.** The concept of international relations is based on the sovereignty of nations--each nation should have absolute authority within its borders and should be free from external control.

Foreign policy consists of actions, instruments and procedures that nations use to protect their interests in the world. It is the goals and guidelines that shape the conduct of a nation in its dealings with other nations. Protection of territorial borders from attack or aggression is a concern of all nations. The economic interests of nations frequently require them to negotiate international trade agreements. Political interests, such as world peace, human rights and freedom of the seas, are also of international concern.

The foreign policy of the globe's nations range from **isolationism** to **neutrality** or **nonalignment** to **active involvement** or **intervention** in the affairs of other nations. Some nations pursue foreign policies of **expansionism.** Nations often stop short of annexation while trying to develop a **sphere of influence** over **strategic regions.** Nations do this through negotiated **treaties** and **agreements** and through **foreign aid.** The Caribbean, the Indian Ocean and the Middle East are strategic regions today.

Nations must be **formally recognized** as nations by the rest of the world in order to conduct foreign policy. Recognition between nations occurs through the **exchange of ambassadors.** The ambassadors and their staffs are stationed in capital cities of host nations in embassies. Ambassadors are not subject to the host countries' laws. They have **diplomatic immunity** and cannot be arrested or hindered from performing their jobs. Because the land and buildings of embassies are considered as home territory, attacks on them are viewed as seriously as attacks on countries themselves. **Defectors,** people wishing to leave their countries, can find **asylum** in an embassy if it will accept them. Gathering and reporting information about host nations and representing their own governments are the functions of embassies. They also maintain official communication and perform public relations tasks. When nations are displeased with each other, they recall their ambassador or reduce the ambassador's ranking to charge d'affairs with limited authority. The nation may also request the other nation withdraw its ambassador. When nations do not exchange embassies, communications between them must be conducted through the embassy of a third nation which recognizes each of them. **Consuls** and their staffs reside in **consulates** in major cities of the world. They promote trade and commerce between nations, assist citizens of the home nation, enforce custom laws and help immigrants and visitors obtain visa applications.

Diplomacy defines how foreign policy is conducted and it is the art of **international negotiation and consultation.** Diplomacy requires a great deal of formality and ritual. Codes of ceremonial forms and courtesies in official dealings--**protocols** --determine who sits where at meetings and banquets and also the order in which they are introduced to heads of state. Nations reach understandings and negotiate agreements for mutual benefit through diplomacy.

The written documents between or among nations describing terms of agreements are called **treaties.** Treaties may be negotiated by heads of state, ambassadors or appointed represetatives of each country. The appointed representatives are called envoys. Treaties which describe the terms for ending a war are called **peace treaties.** Treaties also settle border disputes and pledge friendship between nations. A statement of trade friendship is called the **most-favored-nation treaty** and it obligates the signing nations to grant the most favorable trade benefits to each other. If there are more than two nations engaged in treaty negotiations, the negotiations tend to be more complicated.

All nations conduct public relations through a "war of words" aimed at influencing **world opinion.** Each nation wishes to be seen in the best light. The super powers, the U.S. and the U.S.S.R., have very sophisticated public relations campaigns. Both nations use **propaganda**--news biased in favor of the nation producing the news. The four major propaganda voices of the world are the U.S., Great Britain, West Germany and the U.S.S.R.

Nations wish to know more about other nations and they often rely on **indirect**, or **covert**, methods to gather information. Elaborate networks of spies and advanced security systems have been created by nations to protect their secrets and learn the secrets of other nations. The Central Intelligence Agency (CIA) in the U.S., the Commission of State Security (KGB) in the U.S.S.R., MI 6 in Great Britain and Moussad in Israel are some of the organizations whose purposes are gathering and reporting information about other nations.

Foreign aid is the transfer of money, goods or services on a global scale. Foreign aid takes three forms: **bilateral, tied** and **multilateral.** Bilateral aid is a financial transaction between two countries. Bilateral aid can be in the form of grants or loans. Grants do not have to be repaid and constitute only a small portion of foreign aid. Grants are usually given for emergency assistance or for the building of specific projects such as hospitals and schools. Tied aid is a loan with special conditions attached. The conditions differ and may create problems for the receiving country. Sometimes the aid must be used to buy goods or food in the donor's country. These products may be priced higher than the world market and may be seen as a scheme to sell surplus goods at inflated prices. Other conditions require the debtor country to perform something specific, such as foreign investments, change in human rights policy, import regulations or exchange rate practices. Multilateral aid is generally distributed by international organizations such as the World Bank. This type of foreign aid is supported by many donor nations. Other organizations providing multilateral aid are the International Monetary Fund, the World Health Organization, the World Food Program and the African Development Bank.

There are five types of aid: **reconstruction, military, development, food and disaster.** The Marshall Plan for construction after WW II is a good example of mutually beneficial reconstruction aid. Europe was provided over $13 million and the American economy was aided by the purchase of technology and products. Military aid includes providing personnel, training and equipment to other nations. Military aid usually goes to friendly countries in regions strategic to the donor. The U.S.S.R. and the U.S. are the world's largest donors of military aid. Development loans are designed to improve the economy. Industrialization through technical assistance, training, equipment and materials is usually the goal. Development aid is not always effective because debtor nations may lack money and skilled technicians. Food aid includes the gift or sale of food and technical assistance to improve food output. Most donated food goes to meet basic nutritional needs. Some donated food goes to international organizations such as the International Red Cross and the World Food Program. Private organizations which distribute donated food are CARE, Catholic Relief Services and the YMCA. Disaster aid is distributed by voluntary organizations and nations for emergency relief in the wake of floods, earthquakes, epidemics and drought. The Red Cross and CARE are voluntary organizations which give disaster aid to humans in need around the globe.

Many countries cannot afford to repay their loans on schedule. These nations may become increasingly reliant on foreign aid and some may use current aid to repay previous loans. In the early 1970s, the **international debt** was under $100 billion--in the 1980s, it has climbed past $600 billion. The world debt is now a major financial issue. Many nations in Western Europe and the Third World borrowed large sums from industrial nations, mainly the U.S., Japan and Western Europe. The debtor nations borrowed to buy Western technology and to stay ahead of rapidly increasing oil prices. Some of the nations attempting rapid development incurred the largest debts; Poland, Brazil, South Korea and Mexico are examples. As interest rates rose and debts became larger, funds required to make payments increased drastically. In the 1980s a global recession hit and prices of raw materials on the world market declined. Many countries could not repay loans, while economic problems increased the need to borrow. Default on loans by developing nations made the creditor nations' financial institutions vulnerable. Major banks in one nation would make loans without realizing the debts of the borrower in other nations.

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL RELATIONS
Lesson I: Foreign Policy Defined
Objective: At the conclusion of today's lesson, students will:

1. define foreign policy;
2. define sovereignty of nations and list its two components; and
3. discuss the three reasons nations have foreign policy.

Beginning the lesson: Ask students how they would feel if Arkansas were invaded by France and all Arkansans were required to speak French, abide by French law, eat French food and go to French schools. How would they feel if the U.S. government did not do anything about the invasion? Today's lesson will teach how foreign policy helps avoid situations like this.

Procedure: Lecture/Discussion

I. What is foreign policy?
    A. Interaction between/among nations
    B. Based on concept of sovereignty
II. What is sovereignty of nations?
    A. Absolute authority within borders
    B. Freedom from external control
III. Why do nations need a foreign policy?
    A. Protection
    B. Economic well-being
    C. Political well-being

Guided Activity: Have students list the three reasons nations need a foreign policy and make up a hypothetical situation which would illustrate each reason.

Ending the lesson: Review major points of lesson.
What is foreign policy?
What is sovereignty?
What are the two components of sovereignty?
What are three reasons nations need foreign policy?

Independent Activity: Begin compiling an International Relations Notebook. From newspapers, magazines, radio and television news gather information about international relations between/among nations. Be sure to state sources and dates. Add topics to look for as lessons progress.

Resources: None

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL RELATIONS
Lesson II: Foreign Policy Expanded
Objective: At the conclusion of today's lesson, students will:

1. define types of foreign policy;
2. discuss expansionism;
3. define sphere of influence; and
4. define strategic regions and list three examples.

Beginning the lesson: Show students pictures of the Great Wall of China and the Berlin Wall. Ask them why they think the two walls were built. Explain that today's lesson will introduce them to different types of foreign policies.

Procedure: Lecture/Discussion

- I. What are types of foreign policy?
  - A. Isolationism
  - B. Neutrality/nonalignment
  - C. Intervention/involvement
- II. What is expansionism?
  - A. Definition
  - B. Annexation
- III. What is a sphere of influence and how is it attained?
  - A. Definition
  - B. Treaties and agreements
  - C. Foreign aid
- IV. What are three current strategic regions and why are they strategic?
  - A. Definition
  - B. Regions/reasons

Guided Activity: On a world map, shade strategic regions studied, star areas you feel may be strategic and give one reason for your choice.

Ending the lesson: Review main points of lesson.
What are types of foreign policy?
What is isolationism? neutrality/nonalignment? intervention/involvement?
What is expansionism?
What is a sphere of influence?
What is a strategic region and what are three current strategic regions?

Independent Activity: Continue working on International Relations Notebook.

Resources: Pictures of Great Wall of China and the Berlin Wall

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL RELATIONS
Lesson III: Embassies and Consulates
Objective: At the conclusion of today's lesson, students will:

1. define embassy;
2. list the functions of an ambassador;
3. define terms dealing with embassies (diplomatic immunity, defector, asylum, recall, charge d'affairs, and withdrawal); and
4. list the functions of consulates.

Beginning the lesson: Ask students how America reacted to the take-over of the American Embassy in Tehran in 1979 (or to Russian spies in the American Embassy in Moscow).
Procedure: Lecture/Discussion

- I. What is an embassy?
  - A. Recognition of one country by another
  - B. Nation's official representative
- II. What are the functions of an ambassador?
  - A. Gather information
  - B. Report information
  - C. Represent government
- III. What are some terms associated with embassies and ambassadors?
  - A. Diplomatic immunity
  - B. Defector
  - C. Asylum
  - D. Recall
  - E. Charge d'affairs
  - F. Withdrawal
- IV. What are functions of consulates?
  - A. Promote trade and commerce
  - B. Assist home citizens
  - C. Enforce customs laws
  - D. Help with visa applications

Guided Activity: Scrambled Word Puzzle handout
Ending the lesson: Review main points of lesson.
What is an embassy?
What are the functions of an ambassador?
What is diplomatic immunity? a defector? asylum? recall? a charge d'affairs? withdrawal?
What are the functions of a consulate?
Independent Activity: Continue International Relations Notebook.
Resources: Scrambled Word Puzzle

SCRAMBLED WORD PUZZLE--INTERNATIONAL RELATIONS

1. Embassies
2. Defector
3. Recall
4. Withdrawal
5. Consulate
6. Immunity
7. Asylum
8. Charge d'affairs
9. Ambassador
10. Representative

______. ulasmy

______. todecerf

______. eperstivrene

______. ismsesabe

______. d'faregarhcasif

______. bdrosasama

______. tcsolunae

______. lcarle

______. yminmuit

______. wahwlatird

Put the correct number in front of the scrambled word.

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL RELATIONS

Lesson IV: Diplomatic Negotiation

Objective: At the conclusion of today's lesson, students will:

1. define diplomacy;
2. define protocol; and
3. discuss treaties and their negotiations.

Beginning the lesson: Ask students if talking about someone "behind his back" and calling him names is diplomatic? Tell students that today's lesson will tell them how nations deal with one another diplomatically.

Procedure: Lecture/Discussion

I. What is diplomacy?
    A. Conducting of foreign policy
    B. International negotiation and consultation
II. What are protocols?
    A. Ceremonial forms
    B. Official courtesies
III. What are treaties?
    A. Written terms of agreement between nations
    B. Negotiatied by heads of state, ambassadors and envoys
    C. Types of treaties include peace, friendship and most-favored nation

Guided Activity: Diplomatic Bingo handout

Ending the lesson: Review main points of lesson.
What is diplomacy?
What are protocols?
What is a treaty?
Who negotiates treaties?
What types of treaties exist?

Independent Activity: Continue International Relations Notebook.

Resources: Diplomatic Bingo

DIPLOMATIC BINGO

DIPLOMACY	PROTOCOL	TREATY
FOREIGN POLICY	NEGOTIATION	ENVOY
PEACE TREATY	FREE	MOST-FAVORED
AMBASSADOR	OFFICIAL COURTESIES	FRIENDSHIP
CONSULATE	CHARGE D' AFFAIRS	EMBASSY

Write a simple definition of each term in the block.

The winner must have two bingos. Corners count.

Skill: 1.02
Theme: Values

TOPIC: INTERNATIONAL RELATIONS
Lesson V: Propaganda and Covert Activities
Objective: At the conclusion of today's lesson, students will:

1. define propaganda;
2. list the four main global propaganda voices;
3. define indirect or covert activities; and
4. list the purposes of covert organizations and name at least two and their countries.

Beginning the lesson: Ask students if they are familiar with 007--James Bond. Ask them how they think the James Bond movies would be if they were told from the "bad guys" point of view. Explain that propaganda techniques involve making things look different. Tell them today's lesson will teach them about propaganda and "real-life" spies.

Procedure: Lecture/Discussion

I. What is propaganda?
   A. Influence on world opinion
   B. Sophisticated public relations
   C. Biased
II. What are the four main global propaganda voices?
   A. U.S.
   B. Great Britain
   C. West Germany
   D. U.S.S.R.
III. What are indirect (covert) activities?
   A. Definition
   B. Purposes include gathering and reporting information
IV. What are some covert organizations?
   A. C.I.A.--U.S.
   B. K.G.B.--U.S.S.R.
   C. MI 6--Great Britain
   D. Moussad--Israel

Guided Activity: Fill out "Spy Chart"
Ending the lesson: Review main points of lesson.
What is propaganda?
What are the four main global propaganda voices?
What are covert activities?
What are some covert organizations?

Independent Activity: Continue International Relations Notebook.
Resources: Spy Chart

"SPY CHART"

Organization	WHO do they want to know about?	WHAT do they want to know?
K.G.B.--U.S.S.R.		
C.I.A.--U.S.		
M.I. 6--GREAT BRITAIN		
MOUSSAD--ISRAEL		

List at least one country that each covert organization would like information about and list at least two things they would like to know. Be able to justify your choices orally.

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL RELATIONS

Lesson VI: Foreign Aid

Objective: At the conclusion of today's lesson, students will:

1. define foreign aid;
2. explain the basic forms of foreign aid; and
3. list and discuss five types of foreign aid.

Beginning the lesson: Ask students if they can name countries or organizations that come to help others in times of need, such as earthquake, flood or famine. Explain that today's lesson will teach them about the forms and types of foreign aid which are used in instances of natural disaster and to fulfill other needs of countries. (Pictures of Ethiopia's famine, Mexico City's earthquake or anything similar would help to focus.)

Procedure: Lecture/Discussion

I. What is foreign aid?
  A. Transfer of money
  B. Transfer of goods
  C. Transfer of services
II. What are the basic forms of foreign aid?
  A. Bilateral
  B. Tied aid
  C. Multilateral aid
III. What are the five types of foreign aid?
  A. Reconstruction
  B. Military
  C. Development
  D. Food
  E. Disaster

Guided Activity: Divide class into groups of three or four. Explain that there has been an earthquake in central Arkansas, and Little Rock has been almost completely destroyed. Each group may send three items to aid its fellow Arkansans. Have each group compile its list, then compare lists and list the top six choices on the board. How is this similar to foreign aid?

Ending the lesson: Review main points of lesson.
What is foreign aid?
What is bilateral aid? tied aid? multilateral aid?
What are the five types of foreign aid?

Independent Activity: Finish International Relations Notebook; bring to class tomorrow.

Resources: Pictures (if possible)

Skill: 1.06
Theme: Interdependence

TOPIC: INTERNATIONAL RELATIONS

Lesson VII: The World Debt

Objective: At the conclusion of today's lesson, students will:

1. define world debt;
2. list the reasons nations borrow;
3. list major global lenders (creditors); and
4. list major global borrowers (debtors).

Beginning the lesson: Tell students that John Doe borrowed $100 to buy a new TV and when the lender wanted his money back, John borrowed the original sum plus another $50 from another friend. Now the second lender wants his money back and John is looking for someone else to borrow from. Explain that this also happens on a global scale.

Procedure: Lecture/Discussion

- I. What is the world debt?
  - A. $100 billion in the 1970s
  - B. Over $600 billion in the 1980s
- II. What are the reasons nations borrow?
  - A. Purchases of technology
  - B. Skyrocketing oil prices
  - C. Others
- III. Who are the major global lenders?
  - A. U.S.
  - B. Japan
  - C. Western Europe
- IV. Who are the major global borrowers?
  - A. Brazil
  - B. Mexico
  - C. South Korea
  - D. Poland

Guided Activity: On a world map, shade lenders in green and borrowers in red. Have students share one item from their International Relations Notebook which they find especially interesting, then turn in to be graded.

Ending the lesson: Review main points of lesson.
What is the world debt?
What are the reasons nations borrow?
Who are the major global lenders?
Who are the major global borrowers?

Resources: World map
Red and green markers/pencils

The World Bank

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TECHNOLOGY

The complex concept of **technology** consists of machines and production processes that are directed toward human benefit and improvement of life. Less tangible things such as workers' skills and the stock of knowledge retained in human minds or retrieved from journals, books and computers are also included.

The four historical-social revolutions which have changed the world are the tool-making revolution, the agricultural revolution, the urban revolution and the industrial revolution.

When humans fashioned their first **tools** their world changed. The tools extended human power and offered new opportunities and techniques for survival. The **agricultural revolution** made it possible for migratory hunters to establish permanent settlements. This brought about new styles of social organizations, new types of shelter, food, eating habits, clothing and knowledge.

The **urban revolution** and the **industrial revolution** went hand-in-hand. Industrialization led to urbanization as workers left the farms for factory jobs in the cities. Life changed toward the end of the eighteenth century when machines began to appear. The spinning jenny replaced hand turned spinning wheels and the factory system spread from Europe to the United States. Other machines of the industrial revolution were the cotton gin, flour mill, sewing machine and steam engine. Before the industrial revolution, goods were produced by hand in small "cottage" industries. After Eli Whitney introduced mass-produced, interchangeable parts the basis of modern industry was formed--functional products at an inexpensive price, and in the process, the world's economy and way of life changed.

The **benefits** of living in a technological age can be listed under three categories: production, labor and standard of living. Technological production allows for faster processing of goods, larger quantity of goods and better quality of goods. Technology requires fewer hours of labor, creates better working condition and makes labor easier. Technology raises the standard of living by providing better food, clothing and shelter.

The **problems** of technology include pollution, increased usage of resources, labor dissatisfaction and unemployment. Acid rain, caused by burning coal, oil and gasoline, is one form of pollution. In the U.S.

there are some 19,000 toxic waste sites for the residue of industries. Higher rates of cancer are reported in industrialized regions. Pollution is a global problem and as more developing nations begin to industrialize, pollution will increase.

Technology is seen by many Third World nations as the key to their development. At the present, Third World nations look to industrialized nations for technology because over 90 percent of the world's research and development takes place there. When the technology is supplied by communist/socialist countries, it is the governments that do the providing. Technology supplied by capitalist nations is often provided by large corporations known as multinational corporations. Some independent nations of the Third World have become impatient with the slow development of technology within their borders. Without infrastructure and experience, technology is not easily applied in Third World countries, therefore, the nations look for ways to develop the scientific base needed. The **"brain drain"** phenomenon finds students from developing nations who have been educated in industrialized nations either not returning to or not remaining in their home countries. Some Third World nations are beginning to require students to serve a minimum number of years in their homelands.

Technological development in Third World countries needs to be appropriate for each country. Much of the technology in developed nations is capital-intensive, labor-saving and accomplished by sophisticated equipment operated or programmed by a few technicians. Where there is a surplus of unemployed people and a lack of funds for capital investments, labor-saving and expensive technology may make things worse by increasing umemployment. **Appropriate technology** makes the best use of a nation's resources and the skills of its workforce.

Technology in the Third World has led to new **advances** in health and social services, decreased infant mortality, improved farming techniques, decreased malnutrition and development of modern cities. But, some of these advantages have a corresponding disadvantage. Machinery replaces human workers and leads to unemployment in nations where poverty is already abundant. Rapidly growing cities become overpopulated and shortages of housing, increased waste, unemployment and increased crime are problems.

The most controversial new technology at the present time is **"Star Wars,"** the defense system proposed to make nuclear arms obsolete. The U.S. is engaged in technological research to develop a system of defense in satillites orbiting the earth. The satellites would be equipped with lasers for destroying incoming warheads. At the present, no one has this technological capacity and many scientists feel that the Strategic Defense Initiative (SDI) will never work. The U.S.S.R. has declined to engage in disarmament agreements in which SDI is included.

Technology promises ways to improve the human condition, but it has disadvantages as well as advantages. Technology that is helpful to some may cause harm to others. Technology is ever present and it impacts human beings globally.

Skill: 1.07
Theme: Change

TOPIC: TECHNOLOGY

Lesson I: Revolutions and Technology

Objective: At the conclusion of today's lesson, students will:

1. define technology and revolution;
2. identify the four revolutions that changed culture;
3. discuss the periods before and after the revolutions;
4. give an example of technology related to each revolution; and
5. explain relationship between revolutions.

Beginning the lesson: Show students a robot (or any modern piece of technology) and a stick. Ask the students how these two objects are related. After a few answers have been given, explain that both objects are examples of technology from different time periods or different cultures.

Procedure: Lecture/Discussion

I. What is technology?
  A. Products
  B. Processes
II. What is a social revolution?
  A. Change in attitudes, beliefs and values
  B. Change in social institutions of group
III. What are some historical/social revolutions that have changed the world?
  A. Tool making revolution
  B. Agricultural revolution
  C. Urban revolution
  D. Industrial revolution

Guided Activity: Use the handout for students to organize information.

Ending the lesson: Review major points of lesson.

What is technology?
What is revolution?
What are the four revolutions that changed culture?
In what ways were cultures changed?
Give examples of specific technology associated with each revolution.
How were the revolutions related to each other?

Independent Activity: Have students find five examples of technology in newspapers. The examples may be in an article or an advertisement. (This activity will tie in with tomorrow's lesson.)

Resources: Handout
Robot/other technology
Stick

TECHNOLOGY AND REVOLUTION

Fill out with a word or phrase for each blank

NAME THE REVOLUTION	CONDITION BEFORE	CONDITION AFTER	ONE TECHNOLOGICAL DEVELOPMENT

Skill: 1.07
Theme: Change

TOPIC: TECHNOLOGY

Lesson II: Technical Age--Benefits and Problems

Objective: At the conclusion of today's lesson, students will:

1. identify some benefits and problems of technology; and
2. discuss the relationships between the benefits and problems of technology.

Beginning the lesson: Everyone needs food, clothing and shelter. We work to obtain these necessities, plus we work to obtain leisure and comfort. Technological advances have made our goals easier and sometimes harder to attain. (Briefly review Lesson I). We live in the "Technological Age." This age has its benefits and its problems.

Procedure: Lecture/Discussion

I. What are some of the benefits of technology?
  A. Production
  B. Labor
  C. Standard of living
II. What are some of the problems of technology?
  A. Pollution
  B. Resources
  C. Labor
III. How are the benefits and problems related?
  A. Production, pollution, resources
  B. Labor benefits and problems
  C. Standard of living and other benefits and problems

Guided Activity: Assign partners and have students list the benefits and problems of the "Technological Age." Review and check answers. Have students write the relationships between the benefits and the problems. Review and check.

Ending the lesson: Review major points of lesson.
What are the benefits of technology?
What are the problems of technology?
How are the benefits and problems related?

Independent Activity: Students will use the five articles or advertisements found in newspapers from the previous day's independent activity. Write one benefit and one problem related to each of the five examples of technology.

Resources: None

Skill: 1.04
Theme: Perspective

TOPIC: TECHNOLOGY
Lesson III: Technology and the Third World
Objective: At the conclusion of today's lesson, students will:

1. identify technological needs of the Third World;
2. identify suppliers of technological needs; and
3. identify problems associated with technology for Third World countries.

Beginning the lesson: In this country, we tend to think that "bigger is better." If we have a problem with agriculture, we get more land and bigger tractors. This approach to solving problems usually does not work when we are considering technology in Third World countries. Why doesn't it?

Procedure: Lecture/Discussion

- I. What are the technological needs of the Third World?
  - A. Technology for food production
  - B. Technology for improvement of quality of life
- II. Who supplies the technological needs?
  - A. Communist or socialist nations
  - B. Capitalist nations (multinational corporations)
- III. What are some problems associated with sharing technology with the Third World?
  - A. "International centers of learning"
  - B. "Brain drain"
  - C. Appropriate technology

Guided Activity: Give outline form of lecture to students. Have them fill in the outline.

Ending the lesson: Review major points of lesson.
What are the technological needs of the Third World?
Who supplies technology to the Third World?
What are the problems with sharing technology?

Independent Activity: None

Resources: Outline sheet

TECHNOLOGY AND THE THIRD WORLD

I. Technological needs of the Third World.

A.

B.

C.

II. Suppliers of technological needs of Third World.

A.

B.

C.

III. Problems associated with sharing technology.

A.

B.

C.

Skill: 1.04
Theme: Perspective

TOPIC: TECHNOLOGY

Lesson IV: Sharing Technology--A Role Play

Objective: At the conclusion of today's lesson, students will:

1. identify technological needs of Third World countries; and
2. identify problems associated with negotiating for technology.

Beginning the lesson: A Third World country wants the technology for a nuclear power plant. It is going to negotiate with a First World and a Second World country.

Procedure: Role Play

(1) Students will be divided at random into three groups
 Group One--First World country
 Group Two--Second World country
 Group Three--Third World country
(2) Each group must consider the welfare of its country and the world during negotiations.
(3) Teacher will be timekeeper.
(4) Each group must elect one member to do all of the talking during negotiations.
(5) Have a table set up for negotiation purposes.
(6) Time frame
 Five minutes for group strategy
 Five minutes for negotiation between groups one and three
 Five minutes for negotiation between groups two and three
 Five minutes for negotiation between groups one and three
 Five minutes for negotiation between groups two and three
 Two minutes for Third World country's decision
(7) Third World spokesperson will announce final decision to world press.

Ending the lesson: Review major points.

What were the technological needs of Third World?
How did First World propose to meet needs?
How did Second World propose to meet needs?
Was there any negotiation between the First and Second Worlds?
What problems were encountered in the negotiation process?
What happened to the First World?
What happened to the Second World?
What happened to the Third World?

Independent Activity: None

Resources: Watch, table and chairs

Skill: 1.07
Theme: Change

TOPIC: TECHNOLOGY

Lesson V: Technology and the Future

Objective: At the conclusion of today's lesson, students will:

1. discuss ways in which technology plays an important role in societal change; and
2. discuss possible global effects of future technological innovations.

Beginning the lesson: Show students a headline, story or picture concerning "Star Wars." Ask students if they have heard of Reagan's plan. Explain that we will be discussing the possible effects of this plan on the globe.

Procedure: Lecture/Discussion/Thinking Skills/Value

I. How does technology play an important role in global society?
    A. Changes social institutions
    B. Spreads to other groups
II. What are some possible effects of "Star Wars" on global society?
    A. Family
    B. Religion
    C. Education
    D. Government
    E. Economy
    F. Technology

Guided Activity: Consider the changes that might occur globally if "Star Wars" is put into place. Complete "Global Star Wars" chart.

Independent Activity: Have students fill in a similar chart to consider the possible effects of human cloning on global society.

Resources: "Global Star Wars" chart
Specific information about SDI

GLOBAL STAR WARS

Define "Star Wars" ______________________________

____

Identify changes that might occur globally as a result of "Star Wars."

Institution	1st World	2nd World	3rd World
Family			
Religion			
Education			
Government			
Economy			
Technology			

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TERRORISM

Terrorism is defined as a threat or use of violence to instill fear for political purposes. Political terrorism exists when the objective of the violence is intimidation, subversion or destruction of institutions and processes of a state or international organization. International terrorism exists when the terrorist chooses a foreign target, gets funds or orders from a foreign government or seeks to influence the policies of a foreign government.

The fact that **fear** is the effect the terrorist intends to produce and that the fear is not the by-product of the actions distinguishes the terrorist from the ordinary criminal. The term terrorism was coined during the French Revolution's Reign of Terror. Modern terrorism is said to have begun during World War II with the anti-fascist underground in occupied Europe. The average terrorist is described as: young (20-23), usually male, single or separated, urban, middle or upper class, and relatively well-educated.

International terrorists fall into various groups: ideological terrorists, anarchists, radical leftists, orthodox communists, extreme rightists and other varieties of ethnic, religious, linguistic and nationalist groups. Terrorism exists worldwide. The **causes** of terrorism are many and varied. In the Middle East causes are the alienation of the Palestinians, frustration of Arabs repeatedly defeated by Israel, the success of the fundamentalist Shiite revolution in Iran, and divisive intra-Arab politics. The Middle Eastern groups suspected of terrorism are: radical Shiite groups, Fadlallah (the Party of God), the Islamic Jihad, the Islamic Amal, the P.L.O. (Palestine Liberation Organization), the P.F.L.P. (Popular Front for the Liberation of Palestine) and Black September. The Euroterrorist groups are the Red Army, the Red Brigades, Direct Action, Provisional I.R.A. (Irish Republican Army), E.T.A. (Basque Fatherland and Liberty), Asala (Secret Army for the Liberation of Armenia) and right-wing groups. The Latin American terrorists groups are Shining Path, M-19 and F.M.N.L. (Farabundo Marti National Liberation Front).

Whether a person is a "terrorist" or a "freedom fighter" depends mostly on the "political views of the perpetrator. **Publicity** is the lifeblood of terrorism-- "in the television era, kill one, frighten 10 million." There is no consensus on how to deal with terrorists when the ability of governments is limited.

Skill: 1.79
Theme: Conflict

TOPIC: TERRORISM

Lesson I: Terrorism: A Thing of the Past?

Objective: At the conclusion of today's lesson, students will:

1. define terrorism; and
2. identify two major types of terrorist organizations.

Beginning the lesson: On November 4, 1979, 52 U.S. hostages were seized in Iran by supporters of Ayatollah Khomeini and held for 444 days in the capital city of Teheran. Khomeini's followers claimed it was the only way to express their anger at the American government for its support of the Shah of Iran, whom they said had victimized the people of Iran. They chose a means of expression that drew worldwide attention. What do we call this type of act?

Procedure: Lecture/Discussion

- I. What is terrorism?
  - A. Terrorism is often a calculated act designed to serve specific goals by instilling fear in a population or specific group
  - B. Terrorism is goal-oriented action usually political and often involving extraordinary violence
- II. What are the major types of terrorist organizations?
  - A. Those whose conflict is over land
  - B. Those who desire independence from oppressive majority

Guided Activity: Write a paragraph explaining terrorism: what it is and the major types.

Ending the lesson: Review main points of lesson.
What is terrorism?
What are the major types of terrorist organizations?

Independent Activity: Have students make a scrapbook for one month on terrorism. They should collect news articles and photographs of terrorist acts and/or leaders.

Resources: None

Skill: 1.05
Theme: Conflict

TOPIC: TERRORISM

Lesson II: Types of Terrorist Acts

Objective: At the conclusion of today's lesson, students will:

1. identify commonality of terrorist acts;
2. identify acts that are considered "terrorist acts"; and
3. discuss what terrorists achieve.

Beginning the lesson: What do you take for a headache? Would you travel to the Middle East if someone paid all of your expenses? What do these two things have in common? The answers to these questions are what we will be discussing today.

Procedure: Lecture/Discussion

I. What do all terrorist attacks have in common?
  A. Instill terror
  B. Incorporate violence, physical and psychological
II. What acts are considered "terrorist acts"?
  A. Bombings
  B. Hijackings
  C. Assassinations
  D. Kidnappings
  E. Direct attacks
  F. Product tamperings
III. What do terrorists achieve?
  A. Recognition/publicity for cause
  B. Demonstration of willingness to use power
  C. Convince others that cause cannot be ignored
  D. Money

Guided Activity: Using the time line handout, have students identify type of terrorist act.

Independent Activity: Continue to collect articles on terrorism.

Resources: "International Terrorism Time Line"

INTERNATIONAL TERRORISM
TIME LINE

1. Rome: 1968, first Palestinian hijacking
   1973, attack on Leonardo da Vinci Airport
2. Athens: 1973, attack on TWA airliner
3. Madrid: 1973, Basques assassinate Prime Minister
4. Turin: 1978, Red Brigades kidnap and kill Aldo Moro
5. 1974, TWA airliner explodes in mid-air
6. 1974, OE2 nearly torpedoed
7. Bologna: 1980, railway station bombed
8. Zurich: 1970, Swiss airliner explodes in mid-air
9. Munich: 1972, Olympic Games massacre
10. Paris: 1972, Mossad assassinates P.L.O. representatives
    1973, Black September takeover of Saudi embassy
11. London: 1974, Tower of London bombed
    1980, takeover of Iranian embassy
12. West Germany: Baader-Meinholf kidnappings begin (1975), gang kidnaps and murders businessmen (1976)
13. Irish Sea: 1979, Lord Mountbatten assassinated
14. Vienna: 1975, OPEC headquarters seized
15. Netherlands: South Moluccans hijack train and seize Indonesian consulate (1975), take over schoolhouse (1976)
16. Verona: 1981, Gen. James Dozier kidnapped by Red Brigades
17. Argentina: 1973, Ford Motor Co. pays $1 million to avoid kidnappings
18. Colombia: 1981, Chester Bitterman kidnapped and killed
19. Rio de Janeiro: 1969, U.S. ambassador kidnapped

20. Uruguay: 1970, Daniel Mitrione kidnapped and killed

21. Mogadishu: 1977, hijacked Lufthansa airliner
assulted by W. Germans

22. Karachi: 1978, P.L.O. attacks Iraqi embassy

23. Tokyo: 1970, Japanese Red Army hijacks airliner
to North Korea

24. Bangkok: 1981, hijacked Indonesian airliner retaken

25. Kuala Lumpur: 1975, Japanese Red Army takeover of
U.S. consulate and Swedish
embassy

26. Khartoum: 1973, Black September takeover of Saudi
embassy

27. Entebbe: 1976, Israeli commandos rescue hijacking
victims

28. Washington, D.C.: Weather Underground bombs U.S.
Capitol (1971) and State Dept.
(1975)
1976, Orlando Letilier killed
1977, Hanafi Muslims take over
three buildings

29. Oakland: 1973, Symbionese Liberation Army
assassinates school superintendent

30. Berkeley: 1974, Patricia Hearst kidnapped

31. New York City: 1972, Jewish Defense League bombs
Sol Hurok's office
1976, bombs explode in Grand Central
Station and La Guardia Airport

32. Istanbul: 1971, Israeli ambassador kidnapped and
killed

33. Israel: 1972, Japanese Red Army attacks Lod
International Airport, Tel Aviv
1974, P.F.L.P. attacks apartment building,
Qiryat Shemona
1974, attack on Ma'alot schoolhouse

34. Kuwait: 1978, Black June assassinates P.L.O.
representative

35. Jordan: 1970, five related hijackings by P.F.L.P.
end at Dawson Field

Skill: 1.79
Theme: Conflict

TOPIC: TERRORISM

Lesson III: Who Are Terrorists? Who Are Victims?

Objective: At the conclusion of today's lesson, students will:

1. list characteristics of the terrorist;
2. identify victims of terrorists; and
3. identify responses to terrorism.

Beginning the lesson: Lecture/Discussion

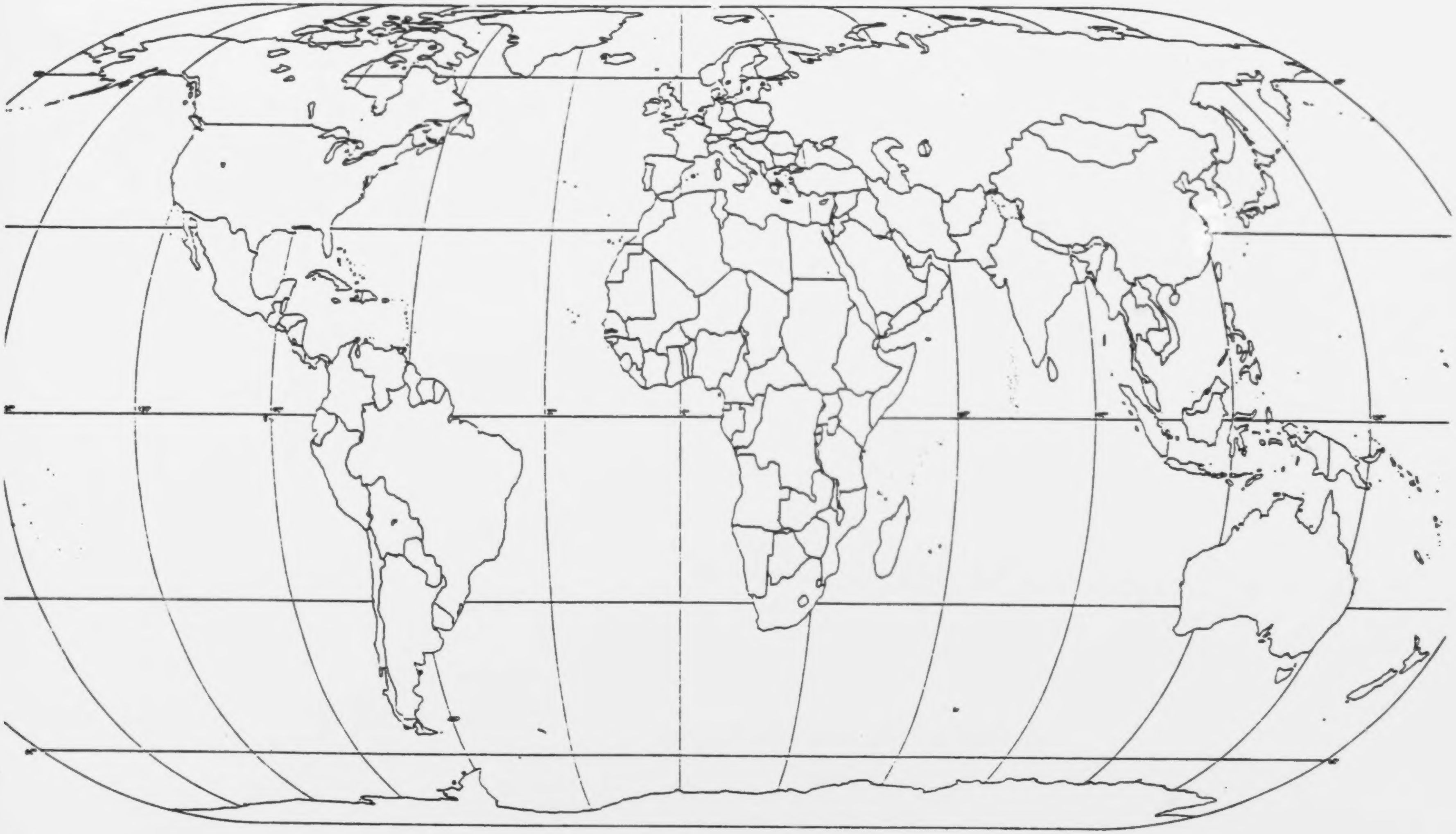
- I. Who are terrorists?
  - A. Person seeking a feeling of community, adventure, danger and a need to redress social or political ills; may be intellectual, social misfit or killer; may be fascist, communist, socialist or anarchist
  - B. Individual usually remains anonymous. This contributes to fear and mystery. Group wants to be recognized; individual wants to be unrecognized
- II. Who are victims of terrorists?
  - A. Anyone can be a victim of terrorism
  - B. All nations can be victimized
  - C. Civilized world has begun to think of itself as society under attack
- III. What have been the responses to terrorism?
  - A. Much publicity for the terrorists
  - B. Terrorists demands have been met
  - C. Security has been increased
  - D. Retaliation and punishment have been increased

Guided Activity: Using yesterday's list of terrorist activities, identify victims of terrorism. Plot terrorist acts on a map.

Ending the lesson: Review main points of lesson.
Who are terrorists?
Who are victims of terrorism?
What have been the responses to terrorism?

Independent Activity: Write a paragraph explaining the following statement: "Publicity is the lifeblood of terrorism, in the television era, kill one, frighten 10 million."

Resources: "International Terrorism Time Line"
World map



The World Bank

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Skill: 1.79
Theme: Conflict

TOPIC: TERRORISM

Lesson IV: Investigating Terrorist Acts

Objective: At the conclusion of today's lesson, students will:

1. investigate specific terrorist acts;
2. compile information; and
3. prepare five minute oral report.

Beginning the lesson: Terrorist acts are planned to fill us with terror, and that is what happens. Usually very few people are actually killed but because of the media, literally millions are filled with terror (ask for ideas from homework).

Procedure: Investigation/Organization

I. Assign students into pairs.

II. Using "International Terrorism Time Line", assign terrorist incident for each student to investigate (use Time, Newsweek and U.S. News and World Report).

III. Have students complete "Fact Sheet".

Guided Activity: Have students report on status of their investigations.

Ending the lesson: Review objectives.
Did you find information?
Did you get information compiled?
Did you get report prepared?

Independent Activity: Work on report for presentation day after tomorrow.

Resources: International Terrorism Fact Sheet
International Terrorism Time Line
Library facilities

INTERNATIONAL TERRORISM FACT SHEET

1. Give a brief description of a specific terrorist incident.

2. Which group sponsored the attack?

3. What are the names and/or nationalities of the terrorists who took part in this attack?

4. Who were the victims of the attack?

5. Against which country or organization was this attack launched?

6. What were the objectives of the terrorists?

7. Were their goals met? How?

8. What caused the attack? Why did the terrorists choose this target?

9. How did world governments and international organizations react to this incident?

List sources of information.

Skill: 1.79
Theme: Conflict

TOPIC: TERRORISM
Lesson V: Investigating Terrorist Groups
Objective: At the conclusion of today's lesson, students will:
1. investigate specific terrorist group;
2. compile information; and
3. prepare five minute oral report.

Beginning the lesson: Who is Abu Nidal? What is "Fatah"? What is the P.L.O.? Today we are going to investigate the terrorist groups that were responsible for the terrorist acts that we researched yesterday.

Procedure: Investigation/Organization

I. Keeping pair assignments from previous day, ask students to investigate the organization responsible for the terrorist act they investigated yesterday.

II. Use "Activity Sheet" to organize materials.

III. List to investigate may include such groups as:
Fadlallah, the Party of God: Beirut
Islamic Jihad: Lebanese Muslims
Islamic Amal: Lebanon
Radical Shiite groups: Lebanon and Iran
Popular Front for the Liberation of Palestine
Black September arm of the P.L.O.
Palestine Liberation Organization, P.L.O.
Red Army Faction: West Germany
Red Brigades: Italy
Direct Action: France
The Provisional I.R.A. Provos: Ireland
Basque Fatherland and Liberty, E.T.A.: Northern Spain
Secret Army for the Liberation of Armenia, Asala: Armenia
Right-wing groups (neo-Nazi and neo-fascist groups in Italy, France and West Germany)
Shining Path: Peru
M-19: Columbia
Farabundo Marti National Liberation Front, F.M.N.L.: El Salvador

Guided Activity: Students will give status report.

Ending the lesson: Review objectives.
Did you find information on groups?
Did you get information compiled?
Did you get report ready?

Independent Activity: Complete reports for presentation.

Resources: International Terrorist Activity Sheet
Library facilities

INTERNATIONAL TERRORIST ACTIVITY SHEET

1. Terrorist Group: ______________________________

2. Homeland: ______________________________

3. What type of terrorist acts is this group associated with? ______________________________

____

4. What did the group expect to gain from the act(s)?

____

____

____

5. Who were the acts against? ______________________________

____

List your sources:

Skill: 1.79
Theme: Conflict

TOPIC: TERRORISM

Lesson VI: Sharing Investigation Results

Objective: At the conclusion of today's lesson, students will:

1. present material orally;
2. participate in discussion of ideas;
3. identify most common types of terrorist act; and
4. identify most common terrorist group.

Beginning the lesson: Assign speaking order.

Procedure: Oral Reports/Discussion

- I. Each student will present information to the group.
- II. Teacher will focus information reported to general information presented in earlier lectures.

Guided Activity: Oral reports

Ending the lesson: Review main points of lesson.

What was the most common type of terrorist act?
What was the most common terrorist group?

Independent Activity: None

Resources: None

RESOURCE LIST

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Sterling, Claire. Terror Network. New York: Holt, Rinehart and Winston, 1981.

"Ten Minutes of Horror," Newsweek, Jan. 6, 1986.

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WORLD POPULATION

It has been estimated that the **human population** of 8000 B.C. was about five million people, taking perhaps one million years to reach from two and a half million to five million. The population did not reach 500 million until almost ten thousand years later. This means the population doubled approximately every thousand years until 1650 A.D. It totaled a billion people around 1850--doubling in some 200 years. It took approximately 80 years for the next doubling; the population reached two billion around 1930. In 1986 the population was estimated at five billion. It is obvious that the population is doubling far faster in modern times.

The **"J" curve** illustrates geometric change in which development starts slowly but advances rapidly. (Example of geometric rate: 1, 2, 4, 8, 16, 32, 64...). Population growth rounded the bend of the "J" curve near the year 1800.

The staggering **growth** of world population will be one of the most powerful forces to shape the future of human society. Every five days over one million people are added to the population of the world and the figure will increase to close to two billion in the 1990s. Growth of population rates between two and three percent per year will double the population of the world in 25 to 35 years. The tasks of providing food, jobs, shelter, education and health services will be compounded. It could be concluded that a world population of 15 billion could lead to potentially devastating economic, social and political conflicts.

Nine-tenths of the estimated population growth will take place in the Third World. The populations of most of the developing countries are likely to reach at least twice their present size. Cities of the Third World are growing much faster than the total population, some of the largest will probably exceed 30 million by the year 2000.

One of the **major determinants** of population growth is the relationship between birth rates and death rates. The **crude birth rate** is the number of births per 1000 population in a given year. The **crude death rate** is the number of deaths per 1000 population in a given year. Population growth occurs when the world birth rate exceeds the world death rate.

Another factor influencing population growth is migration; the relationship between **immigration** and **emigration.** Immigrants are people coming into a country, while emigrants are people leaving their country to settle in another. Migrants are caused to relocate by conditions within their regions: resource depletion, famine, persecution, overpopulation and war. Emigrants are lured to other regions by prospect of employment and promise of a better life.

Forced migration has become a distressingly regular feature of the modern world as political and religious refugees are displaced by wars and political upheavals. In the twentieth century, some 250 million people have fled their countries. Population pressure does not cause **refugee** problems; they are rooted in intolerance, political instability and war. When countries already feel overpopulated, difficulties of asylum and resettlement are increased. Resettlement of rural refugees is more difficult when land is scarce and under-employment extensive. Unemployment also hampers resettlement of urban refugees. Refugees with valuable skills are often wanted by other countries, leaving the country of first asylum with the sick and the aged. Maintanence of social links and identities among refugees is also difficult.

The dynamics of **population change** are complex. In countries where there are not enough schools, jobs, housing or money, changes are often difficult to make and changes in one area often affect other areas. The vicious circle between poverty and high birth rates gives added urgency to the need to fight hunger, disease, malnutrition and illiteracy. There is a need for a balance between population and resources. The strain of the world's population on the global environment threatens the survival and development opportunities of future generations.

Skill: 1.07
Theme: Change

TOPIC: WORLD POPULATION

Lesson I: World Population Growth--Out of Balance

Objective: At the conclusion of today's lesson, students will:

1. discuss history of world's population;
2. discuss current world population;
3. explain how growth of any population is dependent on relationship between births and deaths; and
4. explain distribution of world population.

Beginning the lesson: Draw a see-saw on the board. Ask students what happens when you have several more people on one end of the see-saw than on the other end, stressing the point that it would be "out of balance."

This is what seems to be happening to the world's population.

Procedure: Lecture/Discussion

I. Has the world always had a large population?
   A. No accurate records until 1850s
   B. Estimates of early population
II. How many people are in the world today?
   A. Current world population
   B. Current rate of growth
III. What determines world population growth?
   A. Birth rate
   B. Death rate
IV. Where do most of the world's people live?
   A. Uneven distribution by regions
   B. Uneven distribution by countries

Guided Activity: Write a paragraph to explain the title of the lesson "World Population Growth--Out of Balance."

Ending the lesson: Overview of main points of lesson.

What do we mean by crude birth rate?

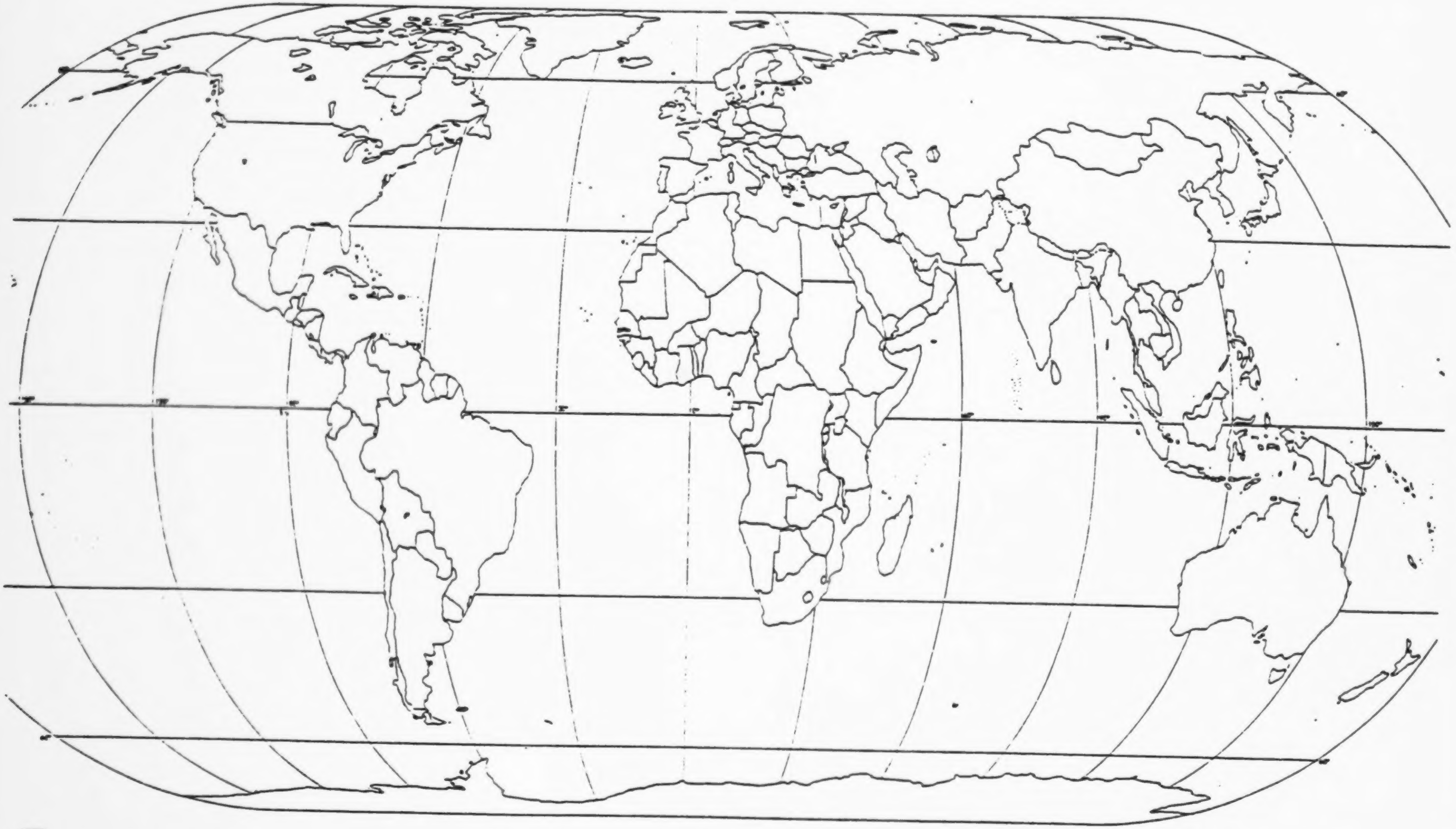
What do we mean by crude death rate?

What was the relationship between births and deaths in terms of population growth in early times?

What regions of the world are most heavily populated?

Independent Activity: Using a map of the world, shade in the most populous countries.

Resources: World map
Population distribution chart



POPULATION DISTRIBUTION CHART

Populations by regions--mid 1985 figures

a. Asia	2,829,000,000
b. Africa	551,000,000
c. Europe	492,000,000
d. Latin America	406,000,000
e. North America	264,000,000
f. Oceania	24,000,000

Ten most populous countries--1981 figures

a. China	1,041,532,000
b. India	707,836,000
c. Soviet Union	267,735,000
d. United States	230,049,000
e. Indonesia	154,339,000
f. Brazil	124,815,000
g. Japan	117,711,000
h. Bangladesh	90,680,000
i. Pakistan	90,439,000
j. Nigeria	79,682,000

Skill: 1.07
Theme: Change

TOPIC: WORLD POPULATION

Lesson II: Population Change

Objective: At the conclusion of today's lesson, students will:

1. define geometric population growth;
2. discuss "J" curve; and
3. discuss factors in population change.

Beginning the lesson: You have a pond with one lily pad in it, and every day the number of lily pads doubles. At the end of 30 days the pond is full. On what day is the pond half full? (29th day) This is the way that population grows.

Procedure: Lecture/Discussion

- I. What does geometric population growth mean?
  - A. Doubling concept
  - B. Doubling concept applied to history of world's population
- II. What is the meaning of the "J" curve?
  - A. Define term
  - B. Living beyond the bend of the "J" curve
- III. What factors influence population changes?
  - A. Relationship of births to deaths
  - B. Relationship of immigrants to emigrants

Components of Population Change

Births-Deaths	+	Immigrants-Emigrants	=	Growth
Natural Increase (or Decrease)		Net Migration		

Guided Activity: Problem solving

(1) Problem I:
Calculate changes in our classroom population if our numbers grew geometrically for seven days.

(2) Problem II:
Plot information on a graph.

(3) Problem III:
What are the ways that our group population could change?

Ending the lesson: Debrief problems, relating back to larger populations.
What do we mean by geometric growth?
What is the "J" curve?
What does it mean to live "beyond the bend" of the "J" curve?
What factors influence population change?

Independent Activity: Investigate why the population took a dive between 1300 and 1400.

Resources: None

Skill: 1.07
Theme: Change

TOPIC: WORLD POPULATION

Lesson III: The Refugee Population

Objective: At the conclusion of today's lesson, students will:

1. define the term refugee;
2. list the reasons people become refugees;
3. discuss some of the refugee movements; and
4. describe the hardships faced by refugees.

Beginning the lesson: A group of people has convinced the U.S. government that Arkansas is its true homeland. The government has given Arkansas to them and all present inhabitants of Arkansas must leave.

Where would you go? How would you feel?

Procedure: Lecture/Discussion

I. Why are populations forced to flee their regions?
  A. Ethnic persecution
  B. Religious persecution
  C. Political persecution
  D. Environmental
  E. Natural disaster
  F. Economic
II. What are some refugee movements?
  A. Jewish
  B. Moslem (Palestinian)
  C. Vietnamese
  D. Latin American
  E. Other (current from newspaper or magazines)
III. What are the difficulties of relocation?
  A. Political
  B. Social
  C. Economic
  D. Geographic (American Indian)

Guided Activity: Have students list in one minute as many causes of refugeeism as they can think of. Share answers with a neighbor.

Ending the lesson: Review main points of lesson.

What/who is a refugee?
What are some refugee movements?
What hardships are faced by refugees?

Independent Activity: Read two articles about refugees and write a short summary of each article.

Resources: None

Skill: 1.04
Theme: Perspective

TOPIC: WORLD POPULATION

Lesson IV: Population: Political, Social and Economic Issues

Objective: At the conclusion of today's lesson, students will:

1. discuss population as a political issue;
2. discuss population as a social issue; and
3. discuss population as an economic issue.

Beginning the lesson: If everyone in the world understood that the population of the world will become a major problem in the next few generations, do you think that we could solve the problem? We have discussed facts about population, let's try to find out what those facts mean in the light of how people live their lives.

Procedure: Lecture/Discussion

I. Why is population a political issue?
  A. Need for more people in group
  B. Need to protect group
  C. Need for basic necessities (food, shelter, clothing)

II. Why is population a social issue?
  A. Religion and other cultural differences
  B. Social needs for belonging to group, etc.
  C. Social security for elderly

III. Why is population an economic issue?
  A. Need for workers
  B. Need for markets
  C. Need for basic necessities

IV. What happens when a country tries to bring about change in its population?
  A. Change felt in other areas
  B. Change often unintentional

Guided Activity: Write a paragraph explaining why population is a political issue...social issue...economic issue.

Ending the lesson: Review main points of lesson.
What are some political issues of population?
What are some social issues of population?
What are some economic issues of population?
What happens when a country tries to change its population?

Independent Activity: None

Resources: None

Skill: 1.04
Theme: Change, Perspective

TOPIC: WORLD POPULATION

Lesson V: Complexity of Population Change

Objective: At the conclusion of today's lesson, students will:

1. apply previous information about world population to specific problem;
2. analyze discussion in terms of previous knowledge; and
3. discuss the complexity of population change.

Beginning the lesson: It's easy to tell others how to solve their problems but much more difficult to come up with a plan.

Procedure: Role Play

--Divide students into groups of five. They are a planning committee of a poor, fast growing country. There are not enough schools, housing, jobs or money. You would like for your country to have smaller families. How might you achieve this? Make a list of some possible approaches to submit to your president for consideration in terms of legislation.

--List of planning committee
- Minister of Health
- Minister of Finance and Economics
- Minister of Education
- Religious leader of country's major religion
- Minister of Defense

--Allow approximately 25 minutes for activity.

--Teacher will monitor and focus as required.

Ending the lesson: Emphasize the complexity of population change.

What are the major issues here?
What information did you use to deal with issues?
What would be the ramifications of the suggested change?

Independent Activity: None

Resources: None

RESOURCE LIST

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WORLD RELIGIONS

A vital part of the culture of a people is the prevailing system (or systems) of ethical and theological beliefs which we call religion.

These systems develop out of the apparent basic needs of people to seek answers to the questions of existence and purpose, to answer such questions as "Who am I?," "Why am I here?," "Where did I come from?" and "What is the meaning of life and death?". As a result of the need to answer these questions, people of the world have, over the past 2000 years, developed a number of belief systems, and several have emerged as major systems adhered to by large segments of people. Each system has more or less answered the basic questions of existence for the believers. The prevailing or major systems generally provide guidance or answers in two basic areas: theology, which concerns the basis for the system and involves, historically, acceptance of tenants of faith; and ethics which provides means (rules, laws) for co-existence to provide order for a group.

All groups do not have the same belief system, and historically this has often been and is often still a source of conflict. In addition, conflict may occur within the group as the group's major belief system is interpreted by its members. In order to seek understanding of this important part of a people's culture and the reasons these systems are often a major source or an important contributing factor of conflict in the world, it is necessary to develop a basic knowledge of these major systems.

JUDAISM: **Abraham** is the first historical Jewish figure. He left Ur in Chalder with the Hebrew tribe about 2000 B.C. After a period of nomadic wandering in the Arabian desert and Egypt, the tribe settled in Egypt where the members were later enslaved. About 1200 B.C. Moses led the people out of Egyptian bondage. Judaism began to have the form it does today between 538 and 400 B.C. Jews live in almost every country of the world today.

BELIEFS: Basic Jewish beliefs include:

1. Basis on the Shema which says: "Hear, O Israel, the Lord Our God, the Lord is One."
2. The belief that God alone is the answer to why there are human beings and why there is a universe
3. The belief that God made a convenant (agreement) with his chosen people, the Jews
4. The belief that man is to see God as a father

and companion who cares for mankind
5. Holy writings include the Torah and the Talmud
6. The belief that the final aim of life is morality

CHRISTIANITY: Christianity is rooted in the Jewish religion and dates back to approximately 4 B.C. when **Jesus** was born in Bethlehem in Judea. Much of the teaching of Jesus was based on the Rabbinical writings, both ancient and contemporary. From Judaism, Christianity adopted the idea of the fatherhood of God and the brotherhood of man and the idea of Christian love, mercy and justice. Historically, the Christian religion took root in Antioch under the leadership of Paul after the death of Jesus.

BELIEFS: Basic Christian beliefs include:
1. The belief that there is one God and Jesus Christ is his son
2. The belief in the virgin birth
3. The belief in death and resurrection
4. The belief in eternal life
5. The belief in love, mercy and justice
6. The belief of forgiveness of sins

ISLAM: Islam is a monotheistic religion with roots in the Jewish faith. It is the dominant religion of the Arab people, but it has also spread to Africa, Indonesia and parts of the Western world. It was founded in Arabia by **Muhammed** in 622 A.D.

BELIEFS: Basic Islamic beliefs include:
1. The belief in one God, Allah
2. The belief in angels
3. The belief in prophets, six of the most important are: Adam, Noah, Abraham, Moses, Jesus and Muhammed
4. Belief in the will of Allah as revealed in the Koran, the Moslem holy book
5. Belief in the day of judgment
6. Belief in the five "Pillars":
    a. Daily recitation of the creed: "There is but one God, Allah, and Muhammed is his prophet."
    b. Prayer five times daily
    c. Giving alms to support the poor (1/40 of income)
    d. Fasting during Ramadan
    e. Pilgrimage to Mecca at least once during a lifetime

HINDUISM: The religion known as Hinduism is so interwoven into the Indian way of life that it is sometimes considered to be more than a religion. It can also be seen as a set of social groupings apart from its religious beliefs (like the caste system). Most Hindus do have many common practices, ideals, duties, beliefs and scriptures. Hinduism first began around 2000 B.C. in the Indus valley area.

BELIEFS: The basic Hindu beliefs include:

1. The belief that god (**Brahman**) is unknowable by man
2. The belief that man is a part of Brahman
3. The holy writings are called the Bhagavad-Gita
4. Hindus see the world as having five distinct characteristics:
    a. The world runs in cycles (reincarnation)
    b. The world is moral and karma (what is meant to be) never wavers
    c. The world is temporary
    d. The world is maya (tricky)
    e. The world is a training ground for eternal peace
5. A person is bound to reincarnation and escapes from the cycle through:
    a. Works (love for your neighbor)
    b. Knowledge (meditation)
    c. Devotion (loving God unselfishly)
    d. Psychologically righting oneself
6. The message of Hinduism seems to be this: Live out life doing what is known to be right so that final entry may be made into eternal peace through deliverence from the limitations of this present deceptive life

BUDDHISM: Buddhism is an offspring of Hinduism. Buddha is a title meaning "Enlightened One." **Buddha** lived around 500 B.C. Buddhism teaches that humans have within themselves the strength and virtue to release them from dependence on the supernatural. Salvation does not depend on what one is but what one does. Nirvana or salvation is a state of mind and can be reached by mental discipline. Gautama Buddha was concerned with the pain and meaninglessness of human life. He taught that the responsibility for the future was with individual persons who should work out their deliverance by escaping the pain of human existence. This is done by removing the deception of life. The way of redemption lies in following the "Four Noble Truths."

BELIEFS: Basic Buddhist beliefs include:

1. The belief that life is characterized by

suffering (Duhkha)

2. The belief that the cause of suffering is desire (Tonka)
3. The belief that suffering stops when the desire for the world stops (Nirvana)
4. The belief that the best way to end desire is by application of wisdom and intelligence to life (Eightfold Path)
5. The Eight-Fold Path includes:
   a. Having the right views
   b. Having the right aspiration
   c. Having the right speech
   d. Having the right behavior
   e. Having the right livlihood
   f. Having the right effort
   g. Having the right mindfulness
   h. Having the right concentration

Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGIONS

Lesson I: Religion--Important to All People

Objective: At the conclusion of today's lesson, students will:

1. define religion;
2. discuss the importance of religion; and
3. identify major world religions.

Beginning the lesson: We all have things within our lives that we believe to be true. Some of these things we can prove scientifically; other beliefs that we have we are unable to prove, but believe them just the same. Let's list some of these. Some of these come from our religion and our religious beliefs.

Procedure: Lecture/Discussion

I. What is religion?
  A. Belief system
  B. Answers basic questions of human existence
II. Why is religion important to all people?
  A. Life is uncertain
  B. Humans need answers for security
III. What are the major world religions?
  A. Judaism
  B. Christianity
  C. Islam
  D. Hinduism
  E. Buddhism

Guided Activity: Write a paragraph explaining what religion is and why religious beliefs are important to people.

Ending the lesson. Review major points of lesson.
What is religion?
Why is religion important to all people?
What are the major world religions?

Independent Activity: List five important things that you believe that are part of your religious heritage.

Resources: None

Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION
Lesson II: Judaism
Objective: At the conclusion of today's lesson, students will:

1. identify number of believers and major geographic location;
2. identify the beginnings of the religion;
3. identify major beliefs of the religion; and
4. identify ways in which the religion is practiced.

Beginning the lesson: Review the definition of religion. Today we are going to consider one of the oldest religions.

Procedure: Lecture/Discussion

I. How many people belive in this religion and where are they principally located?
  A. Number of believers
  B. Geographic location(s)
II. When did religion begin?
  A. 2000 B.C.
  B. Fringes of the Fertile Crescent
III. What are major beliefs?
  A. One God
  B. God is answer to why humans exist
  C. God made covenant with chosen people
  D. Covenant in the Ten Commandments
  E. God is Father who cares for mankind
IV. How is religion practiced?
  A. Varied, orthodox to modern
  B. Special observances: Rosh Hashanah, Purim, Passover
  C. Based on the Torah, the Talmud and other holy writings
  D. Ten Commandments provide rules for behavior and ethical relationships

Guided Activity: Complete World Religion Who, What, When, Where worksheet and plot religion on world map.

Ending the lesson: Review major points of lesson.
Who believes in this religion?
What are this religion's major beliefs?
When did this religion begin?
How is this religion practiced?

Independent Activity: None

Resources: Worksheet
World map

WORLD RELIGION
WHO? WHAT? WHERE? WHEN? HOW? WORKSHEET

1. Name of religion.____________________

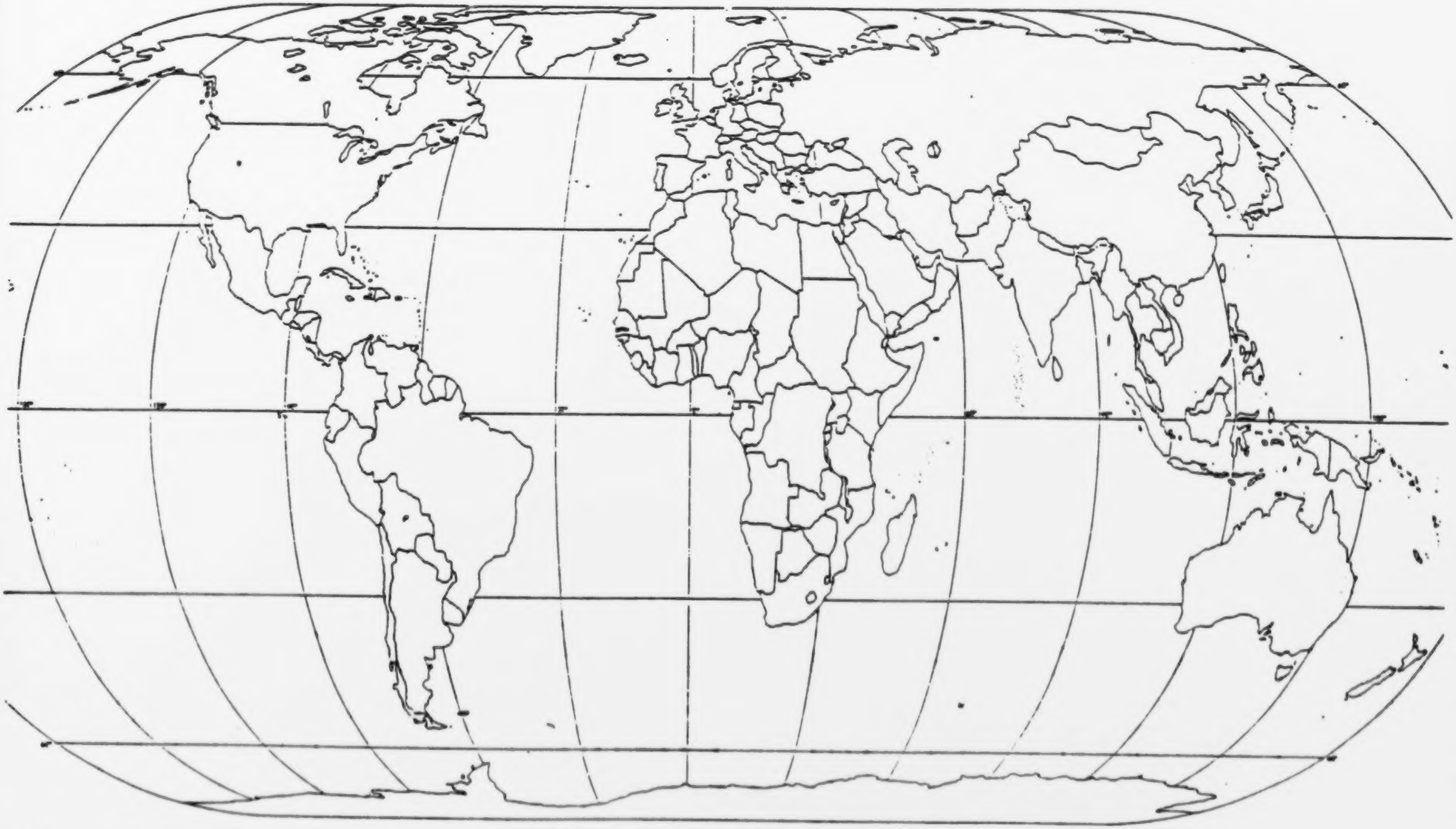
2. How many people are believers?____________________

3. Where do they live? (area of the world)____________________

4. When did this religion begin?____________________

5. What do they believe?____________________

6. How is this religion practiced?____________________



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Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION
Lesson III: Christianity
Objective: At the conclusion of today's lesson, students will:

1. identify number of believers and major geographic location;
2. identify the beginnings of the religion;
3. identify major beliefs of the religion; and
4. identify ways in which religion is practiced.

Beginning the lesson: The United States is often called a Christian nation. What does that mean?

Procedure: Lecture/Discussion

- I. Who believes in this religion?
  - A. Number of believers
  - B. Geographic location
- II. When and where did religion begin?
  - A. Birth of Jesus, approximately 4 B.C. in Bethlehem of Judaea
  - B. Paul founder of religion after death of Christ
- III. What are the major beliefs?
  - A. One God, Jesus Christ his son
  - B. Eternal life, kingdom of heaven
  - C. Love, mercy and justice
  - D. Forgiveness of sins
  - E. Death and resurrection of Jesus
- IV. How is religion practiced?
  - A. Varied according to denomination
  - B. Based on Old and New Testaments of the Bible
  - C. Ten Commandments provide rules for behavior and ethical relationships
  - D. Special observances: Christmas and Easter

Guided Activity: Complete worksheet and plot religion on world map

Ending the lesson: Review main points of lesson
Who believes in this religion?
What are the major beliefs?
When and where did the religion begin?
How is the religion practiced?

Independent Activity: None

Resources: Worksheet
World map

WORLD RELIGION
WHO? WHAT? WHERE? WHEN? HOW? WORKSHEET

1. Name of religion.______________________________

2. How many people are believers?____________________

____

3. Where do they live? (area of the world)______________

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4. When did this religion begin?______________________

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5. What do they believe?____________________________

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6. How is this religion practiced?_____________________

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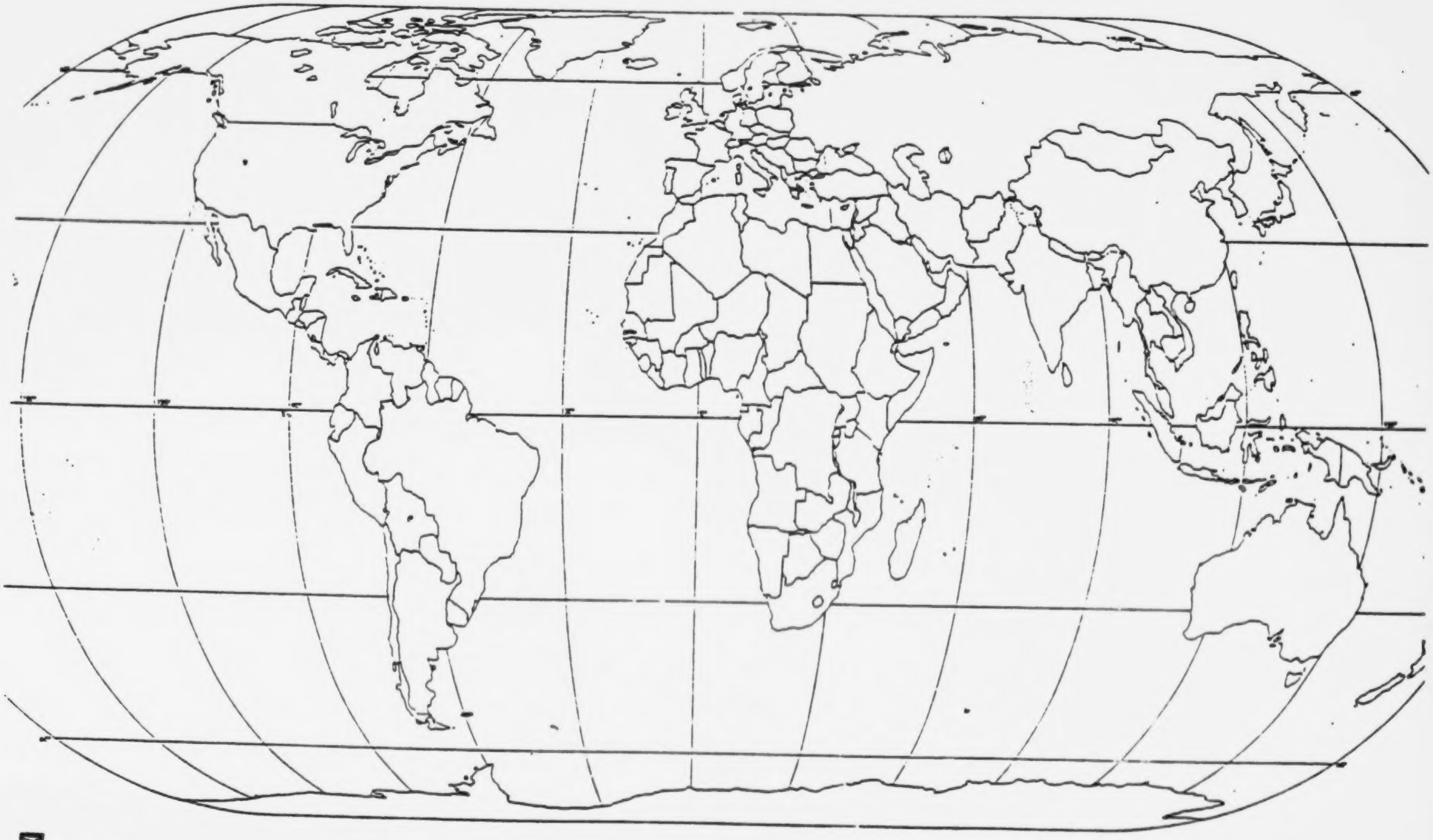

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Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION

Lesson IV: Islam

Objective: At the conclusion of today's lesson, students will:

1. identify number of believers and major geograhpic location;
2. identify beginnings of the religion;
3. identify major beliefs of the religion; and
4. identify ways in which the religion is practiced.

Beginning the lesson: It is difficult for us to understand happenings in the Middle East without some understanding of the religious beliefs in the area.

Procedure: Lecture/Discussion

I. Who believes in this religion?
  A. Number of believers
  B. Geographic location(s)
II. When and where did the religion begin?
  A. Arabia
  B. 622 A.D.
III. What are the major beliefs?
  A. One God
  B. Belief in prophets
  C. Belief in the will of Allah
  D. Belief in the Five Pillars
IV. How is religion practiced?
  A. Must say creed
  B. Daily prayer (five times)
  C. Give alms to support poor
  D. Fast during Ramadan
  E. Pilgrimage to Mecca

Guided Activity: Complete Worksheet and plot religion on a world map.

Independent Activity: None

Resources: Worksheet
World map

WORLD RELIGION
WHO? WHAT? WHERE? WHEN? HOW? WORKSHEET

1. Name of religion.____________________________

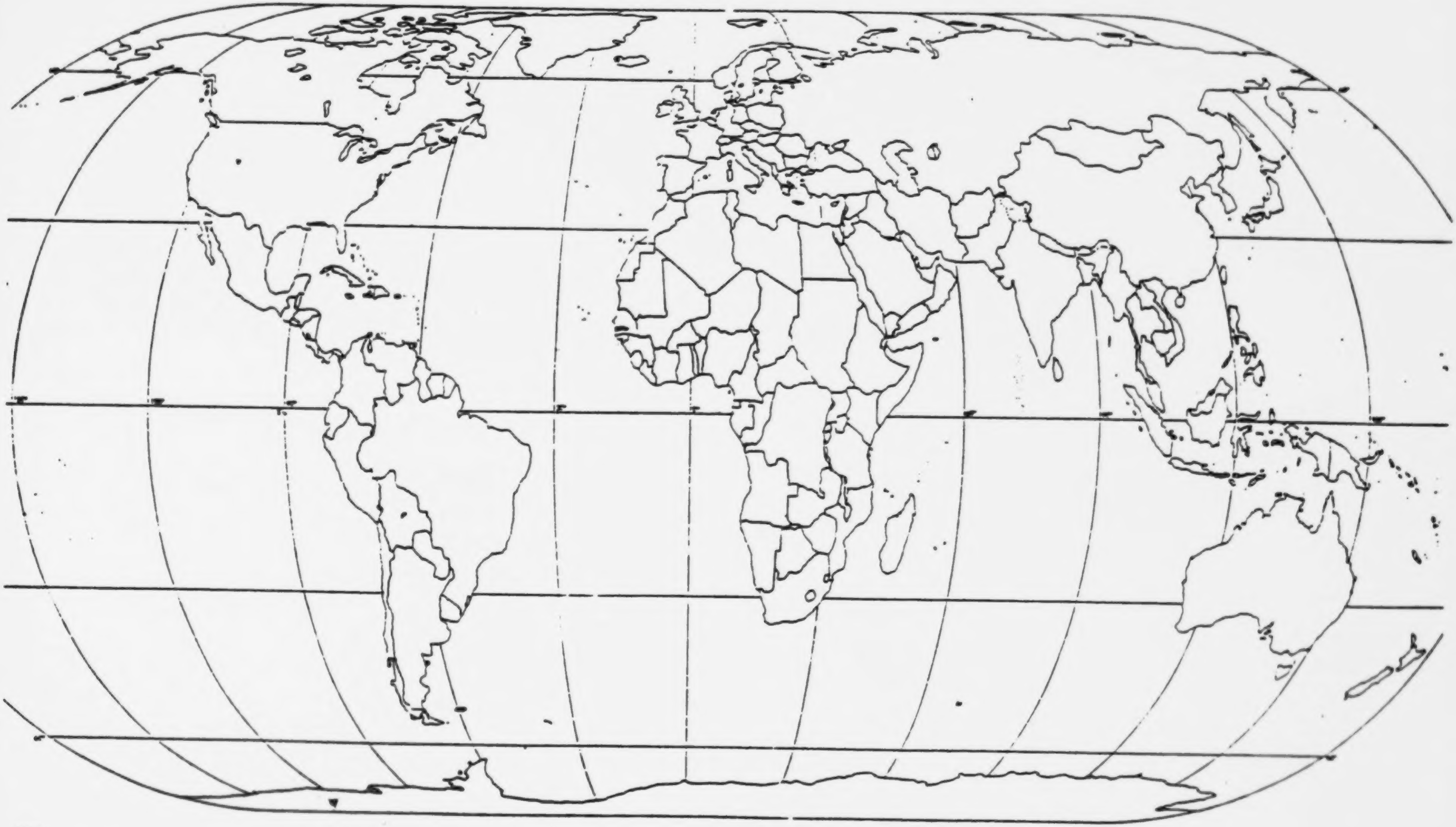
2. How many people are believers?____________________

3. Where do they live? (area of the world)____________

4. When did this religion begin?____________________

5. What do they believe?__________________________

6. How is this religion practiced?____________________



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Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION

Lesson V: Hinduism

Objective: At the conclusion of today's lesson, students will:

1. identify number of believers and major geographic locations;
2. identify beginnings of religion;
3. identify major beliefs of the religion; and
4. identify ways in which religion is practiced.

Beginning the lesson: Review yesterday's lesson. Another belief that many people in the world adhere to is that of Hinduism.

Procedure: Lecture/Discussion

- I. Who believes in this religion and where are they principally located?
  - A. Number of believers
  - B. Geographic location
- II. Where did religion begin?
  - A. 2000 B.C.
  - C. Indus valley area
- III. What are major beliefs?
  - A. God is unknowable by man
  - B. Man is part of God
  - C. People are bound to reincarnation
  - D. Live out life doing what is right
- IV. How is religion practiced?
  - A. Varies widely among believers
  - B. Very loose organization
  - C. Interwoven into total life through caste system
  - D. Practice based on the Bhagavad-Gita
  - E. Special observances: the Yajma, Puja and Samskara

Guided Activity: Complete worksheet and plot religion on a world map.

Ending the lesson: Review major points of lesson.
Who believes in this religion and where are they principally located?
What are the major beliefs of this religion?
When did this religion begin?
How is this religion practiced?

Independent Activity: None

Resources: Worksheet
World map

WORLD RELIGION
WHO? WHAT? WHERE? WHEN? HOW? WORKSHEET

1. Name of religion.________________________________

2. How many people are believers?____________________

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3. Where do they live? (area of the world)____________

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4. When did this religion begin?_____________________

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5. What do they believe?_____________________________

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6. How is this religion practiced?____________________

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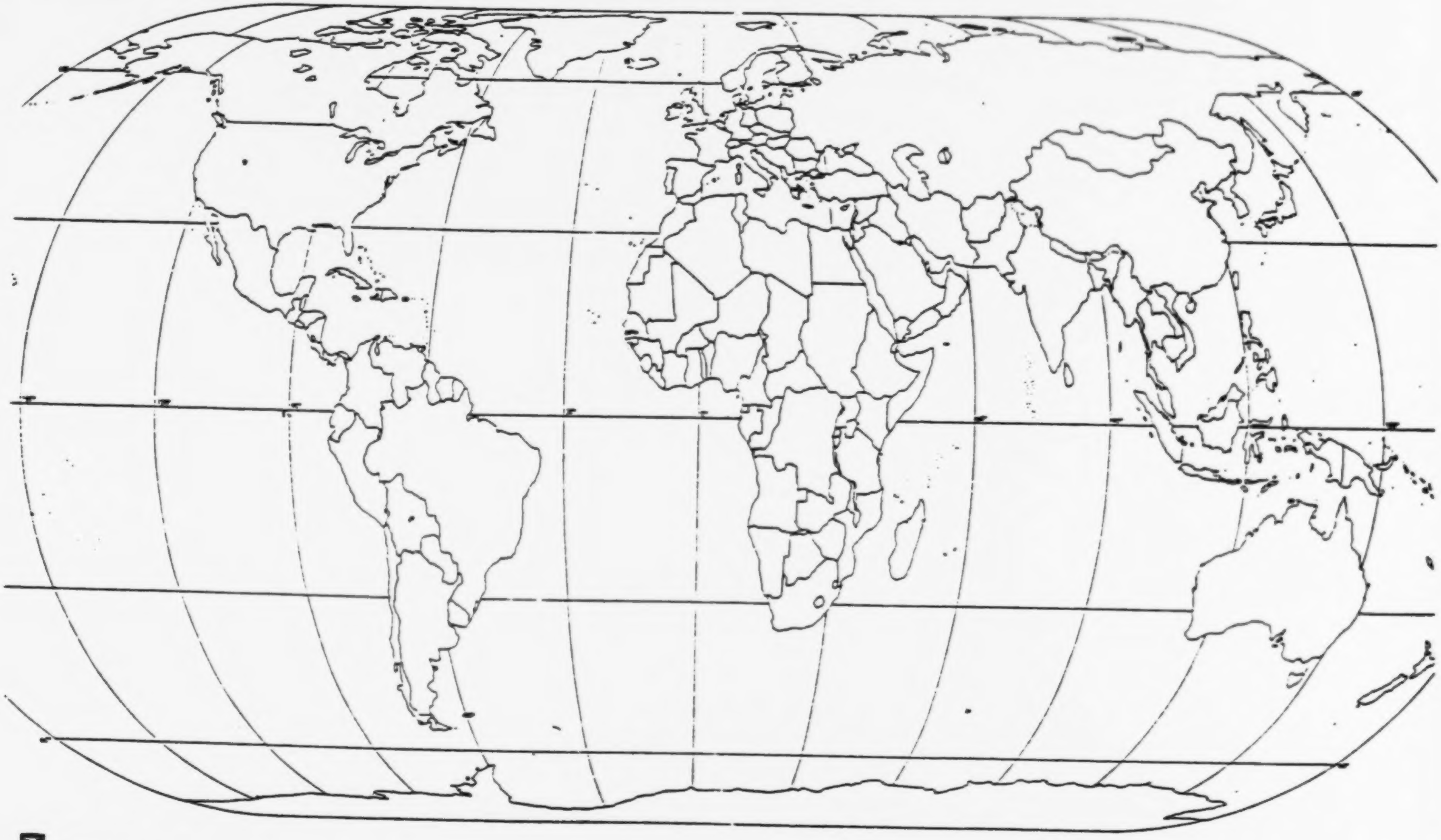

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Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION

Lesson VI: Buddhism

Objective: At the conclusion of today's lesson, students will:

1. identify number of believers and major geographic locations;
2. identify beginnings of religion;
3. identify major beliefs of the religion; and
4. identify ways in which religion is practiced.

Beginning the lesson: This is the only religion that we will study which does not have a Supreme Being. According to this religion, salvation is a state of mind.

Procedure: Lecture/Discussion

I. Who believes in this religion and where are they principally located?
   - A. Number of believers
   - B. Geographic location

II. Where did religion begin?
   - A. India
   - B. About 500 B.C.

III. What are major beliefs?
   - A. That both birth and death cause pain
   - B. That cause of pain is indulgence in desire
   - C. That suffering stops when desire for world stops
   - D. That the best way to end desire is by the application of wisdom and intelligence to life
   - E. That salvation is a state of mind

IV. How is religion practiced?
   - A. Have right mind set or view point
   - B. Have right aspiration
   - C. Have right speech
   - D. Have right behavior
   - E. Have right livlihood
   - F. Have right effort
   - G. Have right mindfulness
   - H. Have right concentration

Guided Activity: Complete worksheet and plot religion on a world map.

Ending the lesson: Review major points of lesson.
Who believes in this religion and where are they principally located?
What are the major beliefs of this religion?
Where did this religion begin?
How is this religion practiced?

Independent Activity: None

Resources: Worksheet
World map

WORLD RELIGION
WHO? WHAT? WHERE? WHEN? HOW? WORKSHEET

1. Name of religion.

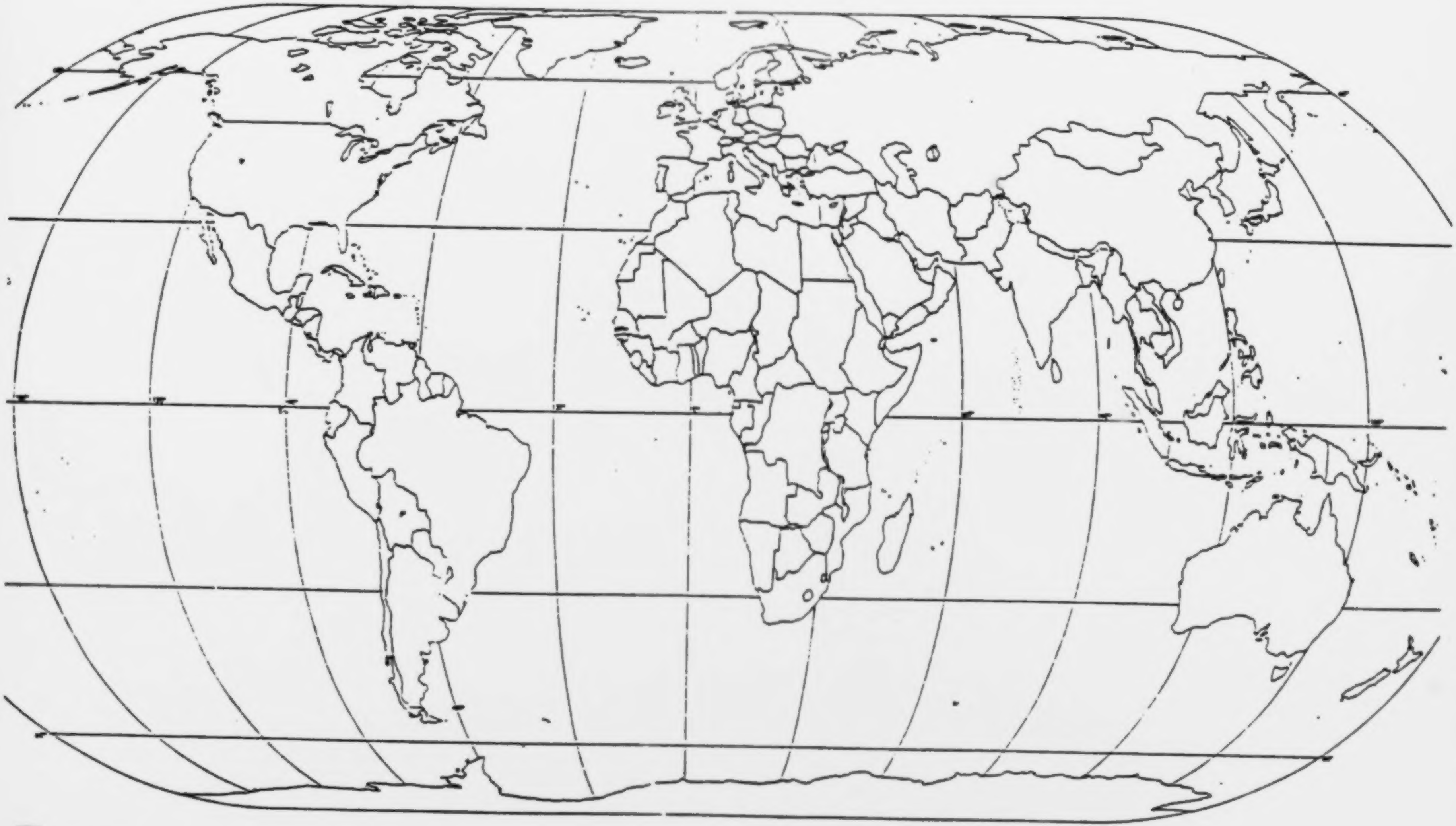
2. How many people are believers?

3. Where do they live? (area of the world)

4. When did this religion begin?

5. What do they believe?

6. How is this religion practiced?



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Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION

Lesson VII: How Are Religions Alike/Different?

Objective: At the conclusion of today's lesson, students will:

1. identify ways in which religions are similar; and
2. identify ways in which religions are different.

Beginning the lesson: We have studied several major world religions. Today we will see how they are alike and how they are different.

Procedure: Lecture/Discussion

I. How are world religions alike?
   A. Name of major diety/dieties
   B. Religious founder and founding date
   C. Geographic location
   D. Holy places
   E. Sacred writing and sacred symbols
   F. Name of believers and house of worship
   G. Special celebrations/events
   H. Major beliefs concerning life on earth (ethical/legal obligations)
   I. Major beliefs concerning purpose of life
   J. Major beliefs concerning life after death

II. How are world religions different?
   A. Name of major diety/dieties
   B. Religious founder and founding date
   C. Geographic location
   D. Holy places
   E. Sacred writing and sacred symbols
   F. Name of believers and house of worship
   G. Special celebrations/events
   H. Major beliefs concerning life on earth (ethical/legal obligations)
   I. Major beliefs concerning purpose of life
   J. Major beliefs concerning life after death

Guided Activity: Complete Comparison Sheet and color in map to identify areas of all major religions.

Ending the lesson: Review major points of lesson.
How are religions alike?
How are religions different?

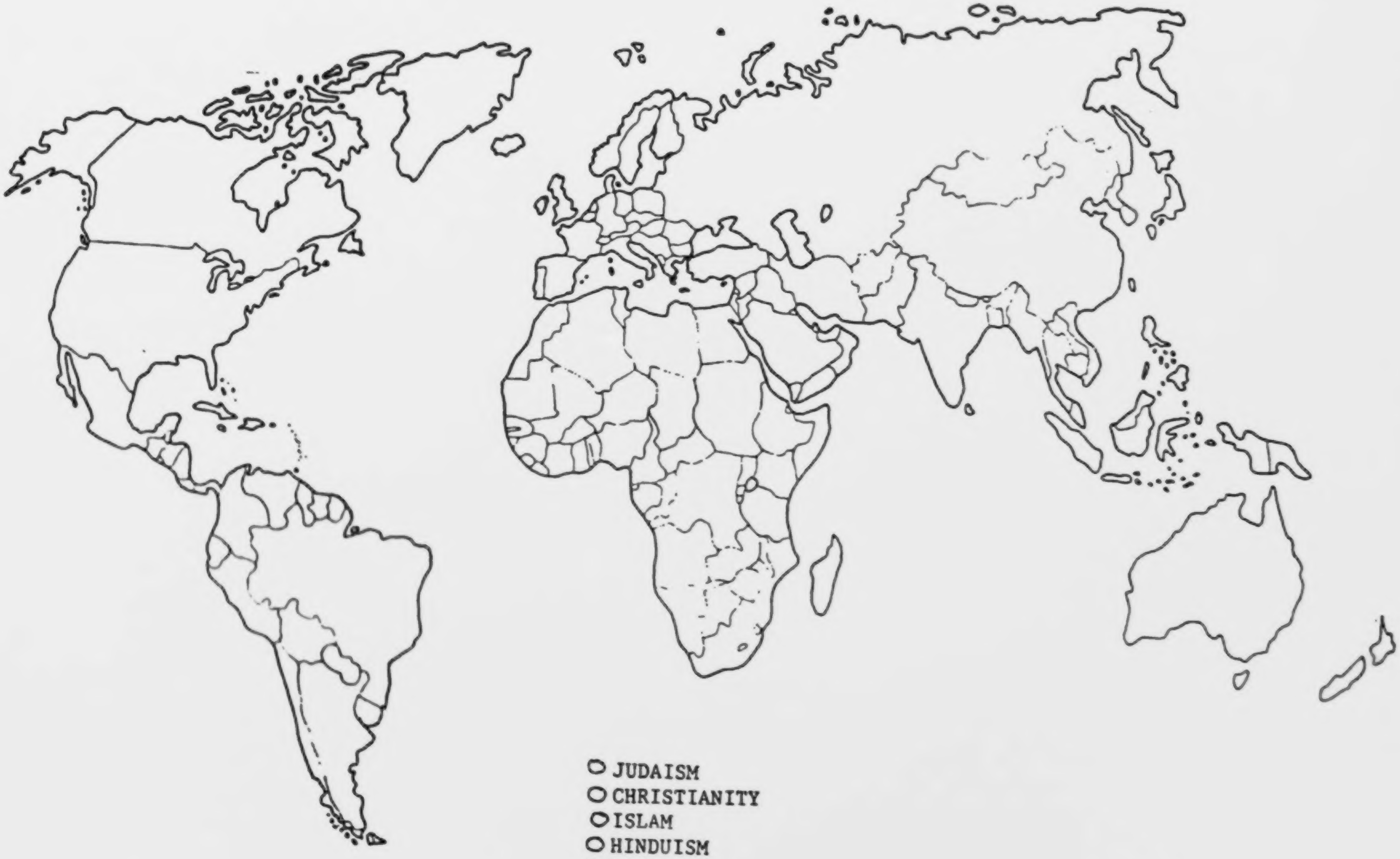
Independent Activity: World Religion Word Search

Resources: Comparison Sheet
World map
World Religion Word Search

COMPARISON OF MAJOR RELIGIONS

	Judaism	Christianity	Islam	Hinduism	Buddhism
1. Name of diety/dieties					
2. Religious founder					
3. Holy city/cities					
4. Religious leader					
5. Sacred writing					
6. Name of believers & house of worship					
7. Special celebrations					
8. Major beliefs concerning how life on earth should be spent					
9. Major beliefs concerning life after death					

CONCENTRATION OF WORLD RELIGIONS



○ JUDAISM
○ CHRISTIANITY
○ ISLAM
○ HINDUISM
○ BUDDHISM

WORLD RELIGION WORD SEARCH

L Q L A O T Z U N M P X H Z A C D L C O N F U C I U S F
V F G H J L I N O P Q F I A H D D U B A M A T U A G R E
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P R A Y E R E N N P W U T M L E S R T I V G H S O G Y M
R H U L X O D O H T R O N R E T S A E N N H E I S I E A
E I T T T W I T D I D T I V R H V N T K I L T E S S O H
E I I N I S H J E S U S C H R I S T I A A A H E A A U T
A W I E V O E N D M H O W E E I M R T B T I T B P E G D
N H O L Y C O M M U N I O N H G E E U I G F N A T B H N
S B Z O R O A S T R I A N I S M P D D O A E I C T L W A
D A S R A T S D I G O D G O M A T E S W A R A K H L E Y
H A M A H A R B A V E T H E W O M S R L D S O E A S I L

WORLD RELIGION WORD SEARCH KEY

1. ROMAN CATHOLIC
2. PROTESTANT
3. EASTERN ORTHODOX
4. CHRISTIANITY
5. MUSLIMS
6. BUDDHISM
7. ISLAM
8. CONFUCIANISM
9. HINDUISM
10. SHINTO
11. TAOISM
12. JAINISM
13. SIKHISM
14. ZOROASTRIANISM
15. JUDAISM
16. BIBLE
17. KORAN
18. VEDAS
19. TALMUD
20. MASS
21. GAUTAMA BUDDHA
22. GOD GOMATESWARA
23. PASSOVER
24. SEDER
25. GANGES RIVER
26. MECCA
27. PRAYER
28. MEDITATION
29. HOLY COMMUNION
30. BAPTISM
31. LAO TZU
32. CONFUCIUS
33. MUHAMMOD
34. MEIJI SHRINE
35. JESUS CHRIST
36. ABRAHAM

Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION

Lesson VIII: Holy Places

Objective: At the conclusion of today's lesson, students will:
1. define the term "holy place";
2. discover Jerusalem is a "holy place"; and
3. discuss why Jerusalem is a sensitive "holy place."

Beginning the lesson: Places are important to us and especially when they have some special meaning. Holy places are of special significance to believers.

Procedure: Lecture/Discussion
- I. What is a "holy place"?
  - A. Definition of "holy place"
  - B. Discussion of importance and controversy that may arise if more than one group claims the "holy place."
- II. What "holy place" is claimed by Christians, Jews and Moslems?
  - A. Assignment of reading "Holy Places."
  - B. Identification by students of "holy place" in question.
- III. Why is Jerusalem a sensitive place?
  - A. Discussion of Jreusalem as a "holy place"
  - B. Discussion of claim by three groups

Guided Activity: Write a paragraph explaining why Jerusalem is a "holy place" to Christians, Jews and Moslems.

Ending the lesson: Review main points of lesson.
What is a "holy place?"
What "holy place" is claimed by three religious groups? Why?
Why is Jerusalem a sensitive place?

Independent Activity: Assign students to investigate these four places and relate their importance to the studied religions:
1. The Wailing Wall
2. The Temple of Solomon
3. The Dome of the Rock (Mosque of Omar)
4. The Church of the Holy Sepulchre

Resources: "Holy City, Living City"

HOLY CITY, LIVING CITY

The Old City of Jerusalem is a place of mystery and meaning, astounding beauty, and unparalleled excitement. Surrounded by high walls, it is set apart from the rest of the world. Yet for millennia it has been venerated as the spiritual center of the universe, and its gates welcome pilgrims from around the globe.

The earliest artifacts of the city date back 5,000 years, making it one of the oldest continuously inhabited spots on earth. The name Jerusalem is said to signify that it was founded by an ancient pagan deity. Later it came to mean "city of peace." Each of the world's great monotheistic religions came to sanctify it, yet the faithful of Jerusalem have known conflict and violence at least as often as tranquillity. The city has survived and been renewed, and controversy--at least for now--is giving way to coexistence.

Past and present converge in the Old City. Seven open gates punctuate its walls, built by Suleiman the Magnificent in the 16th century, and through them flow crowds of pietists and peddlers, backpacking students and camera-toting tourists. Every step retraces historic paths; each building stands above foundations laid in antiquity. Thanks to more than a century of archaelogical research, to restoration projects, and to the many written traditions that have preserved Jerusalem's heritage, the city evokes human continuity everywhere.

Most prominent of all the holy sites is the Temple Mount, where Solomon's sanctuary was constructed 3,000 years ago. Destroyed and rebuilt in the sixth century B.C., the Temple was elaborately refurbished 500 years later, only to be razed by the Romans in A.D. 70. The mount's surviving western wall is for Jews a symbol of past defeat and future redemption. Atop the mount stand two mosques from medieval times--El Aqsa and the Dome of the Rock, a magnificent edifice whose golden dome covers the bedrock thought by ancients to be the earth's foundation.

The Old City's Jewish Quarter extends southwest form the Temple Mount. Here centuries-old synagogues have been restored, and excavations have uncovered Jewish settlements dating back some 2,800 years.

Farther west is the Armenian Quarter, home to Christians whose forebears established a community 1,600 years ago. The Armenian complex includes a library of priceless illuminated manuscripts, a museum, the medieval Cathedral of St. James, and several other historic churches.

The Christian Quarter--home to Orthodox, Catholic, Protestant, and many smaller sects--occupies the northwest quadrant of the Old City. Here Christendom's most sacred shrine, the Church of the Holy Sepulchre, has stood since the Crusaders completed it on the ruins of churches dating back to the time of Constantine.

The Via Dolorsa--the Way of the Cross--which concludes in the Holy Sepulchre, begins in Jerusalem's Muslim Quarter, the city's northeast sector. Home to Eastern Christians at the time of the Crusades, it has been noted since the 1300s for fine examples of Mamluk architecture and bustling Arab markets.

No brief survey could begin to summarize the Old City. Its legends and landmarks are too numerous, its face and character too rich in complexity. Within Jerusalem's walls are vivid costumes and tantalizing cuisine, pealing bells and multilingual chatter, a sensory experience that never fails to startle, then charm, the uninitiated. The vibrant pluralism and resilient energy of Jerusalem are contagious and inspiring--testimony that this unique city is a treasure trove of memories and, still, of hopes.

David Altshuler
Jerusalem Within These Walls

Skill: 1.04
Theme: Perspective

TOPIC: WORLD RELIGION

Lesson IX: Religious Intolerance

Objective: At the conclusion of today's lesson, students will:

1. define religious intolerance;
2. discuss religious intolerance from a historical standpoint;
3. discuss possible origins; and
4. discuss possible consequences.

Beginning the lesson: What does it mean when someone is intolerant? What is religious intolerance? Do you know about religious intolerance from history?

Procedure: Lecture/Discussion

- I. What is religious intolerance?
  - A. Definition
  - B. Purpose
- II. What are some examples of religious intolerance from history?
  - A. Crusades
  - B. Spanish Inquisition
  - C. German Reformation
  - D. Others in recent history
- III. What are the possible origins of religious intolerance?
  - A. Threat by another group
  - B. Superiority to another group
  - C. Religious differences between groups
  - D. Intolerance of religion itself
- IV. What are possible consequences?
  - A. Discrimination
  - B. Conflict

Guided Activity: Write a paragraph explaining why religious differences may lead to religious intolerance.

Ending the lesson: Review main points of lesson.
What is religious intolerance?
What are some examples of religious intolerance?
What are possible origins of religious intolerance?
What are some possible consequences of religious intolerance?

Independent Activity: None

Resources: None

RESOURCE LIST

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